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ABSTRACT

The federal Drug-Free Schools and Communities (DFSC) Act of 1986 provides funding to school districts to help eliminate drug and alcohol use on their campuses. In 1992-93, the Austin Independent School District (AISD) received $467,362 from the act. The funds supported a wide assortment of preventative and educational programs regarding the illegal and harmful use of alcohol, tobacco, and other drugs. Student programs included the Conflict Resolution Program, Drug Abuse Resistance Education (DARE), innovative programs, Peer Assistance and Leadership (PAL), Plays for Living, private schools, Student Assistance Program, and Student Alcohol and Drug Abuse Education and Prevention Program (SADAEPP). MegaSkills was a parent program. Curriculum and staff development programs included K-12 curriculum, Medicine Education and Safety Program, Quality Schools, and All Well Health Services. Findings show that the programs helped lower alcohol and illegal drug use. The DARE and SADAEPP programs decreased the likelihood of students using alcohol or illegal drugs. Staff responded positively to the Plays for Living program. However, fewer staff believed that the presence of illegal drugs on campus is decreasing. Use of alcohol or illegal drugs by Austin students within the past 30 days was found to be two to three times the state average. (Contains 21 references.) (JPT)

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Piecing Together an Integrated Approach to Drug-Free Schools

1992-93 Final Report

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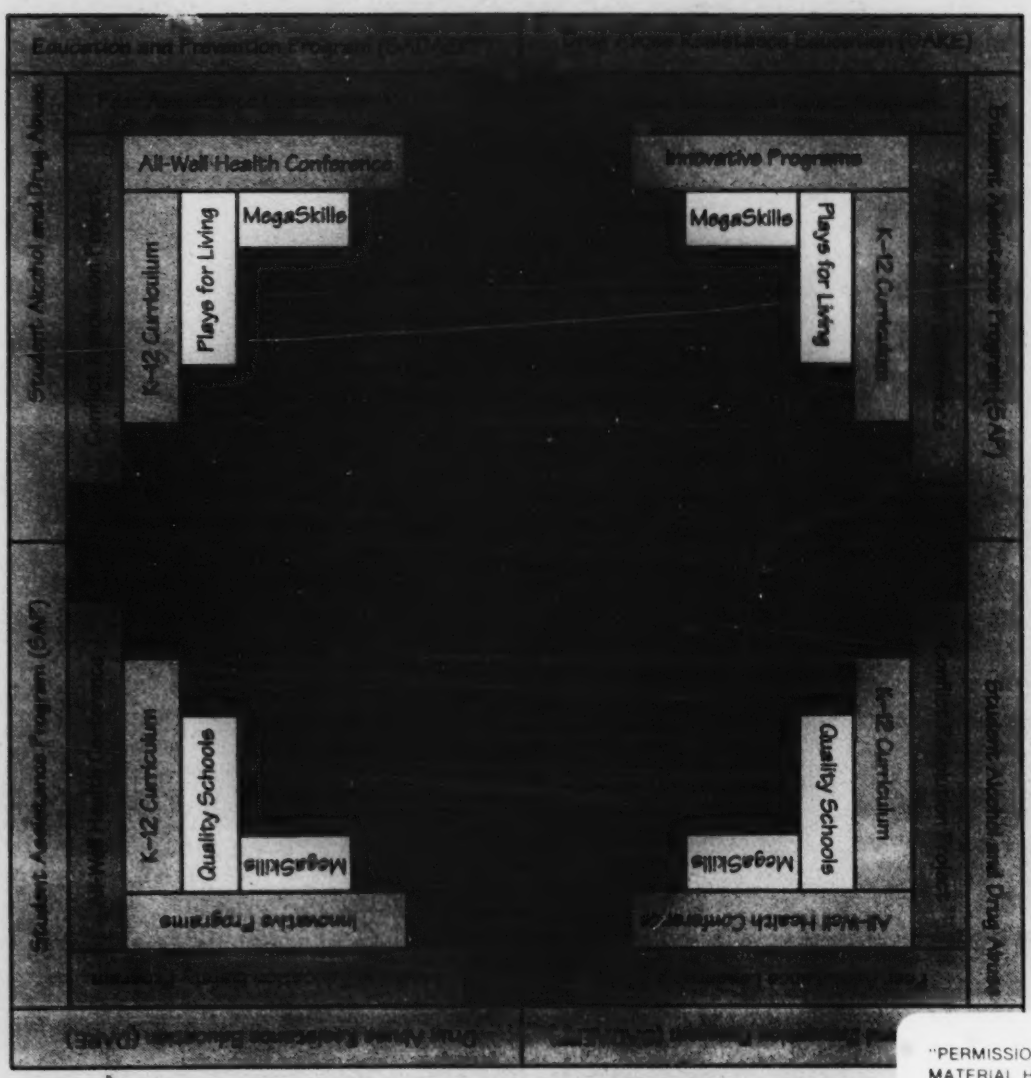

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Piecing Together an Integrated Approach to Drug–Free Schools: 1992–93 Final Report

Executive Summary

Austin Independent School District
Office of Research and Evaluation

Author: James A. Wiehe

Program Description

The Drug–Free Schools and Communities (DFSC) Act of 1986 provides funding to school districts to supplement local efforts to eliminate drug and alcohol use on their campuses. In 1992–93, its sixth year of funding, the Austin Independent School District (AISD) received $467,362 from the DFSC grant. An additional $150,213 was carried over from 1991–92 for a total of $617,575.

DFSC grant monies fund a wide assortment of District programs directed toward prevention and education regarding the illegal and harmful use of alcohol, tobacco, and other drugs. Three kinds of program components were funded during the 1992–93 school year—student programs, a parent program, and programs for curriculum and staff development. By program type, the components implemented during the 1992–93 school year included:

Student Programs

- Conflict Resolution Project;
- Drug Abuse Resistance Education (DARE);
- Innovative Programs;
- Peer Assistance and Leadership (PAL);
- Plays for Living;
- Private Schools;
- Student Assistance Program; and
- Student Alcohol and Drug Abuse Education and Prevention Program (SADAEPP).

Parent program:

- MegaSkills

Curriculum and Staff Development:

- K–12 Curriculum;
- Medicine Education and Safety Program;
- Quality Schools; and
- All Well Health Services.

In addition to program funding, the DFSC grant also provided for a full–time evaluation associate.

Major Findings

The Drug–Free Schools (DFS) component programs reported the following successes for the 1992–93 school year:

1. As a group, students in grades 4–12 who reported participating in a DFS program during the 1992–93 school year had a lower rate of recent use of alcohol and/or other illegal drugs than students who did not report participating in any DFS program (35% and 40%, respectively). (Page iii)

2. On a survey, DARE participants from both grades 5 and 7 indicated significant decreases in the likelihood of their using alcohol illegally and/or using other illegal drugs. (Page 21)

3. Responding to a survey about Plays for Living, over three fourths (77%) of staff respondents thought that the play was "beneficial" or "very beneficial" in encouraging students to discuss personal or family problems related to drugs or alcohol. (Page 34)

4. Participating in SADAEPP significantly decreased students' self–reported likelihood of using illegal drugs and/or using alcohol illegally . In addition, the great majority of the participants indicated in a survey that, as a result of the SADAEPP workshop, they are better able to make responsible choices (70%) and are more self–confident because of the program (76%). (Pages 41–42)

Districtwide surveys conducted by ORE indicated the following points of concern:

5. A survey of campus staff indicated that since last year fewer staff believe that the presence of *illegal drugs* on their campuses is decreasing. A greater percentage of 1992–93 staff believe that the presence of *alcohol* on their campuses is "staying the same" than did staff in 1991–92. (Pages 5–6)

6. A greater percentage of AISD students across grades 6–12 report using illegal drugs during their *lifetime* than students from across the State. The percentage of AISD secondary students reporting use of illegal drugs (other than alcohol or tobacco) during the ***past 30 days*** is ***twice to three times as high*** as students across the rest of Texas. Most of the difference between AISD and State percentages is attributable to the substantially higher use of marijuana and hallucinogens by AISD students in grades 6–12, compared to secondary students statewide. (Pages 10–11)

Budget Implications

Mandate: External funding agency—Drug–Free Schools and Communities Act of 1986 (Public Laws 99-570, 100-297, 101-226, and 101-647), Section 5145

Fund Amount:
1992–93 Allocation: $467,362;
1991–92 carry–over: $150,213;
Total: $617,575

Funding Source:
Federal

Implications: Continued implementation and evaluation of DFS programs is important if AISD is to reach its goal of having a drug–free school population by the year 2000. DFS also supplements the efforts toward eliminating student and staff alcohol and other drug use that are necessary in order to receive federal funding.

Recommendations

1. District efforts to eliminate use of drugs and alcohol by students need to continue to be reviewed and made more effective.

2. AISD must build upon the strengths of its current programs as it continues its quest towards drug–free schools.

PROGRAM EFFECTIVENESS SUMMARY

1992-93 DRUG-FREE SCHOOLS PROGRAM

DRUG-FREE SCHOOLS (DFS) PROGRAM	RATING	ALLOCATION (COST)	NUMBER OF STUDENTS* SERVED	COST PER STUDENT*	NUMBER OF STUDENTS "SAVED" FROM ALCOHOL AND OTHER DRUG (AOD) USE (EFFECT)	COST PER STUDENT "SAVED" FROM AOD USE (COST/EFFECT)
All Well Health Services		$3,000	10 staff	$300 staff	Insufficient information	
Conflict Resolution Project	-	$33,352	39 students 57 staff	$368 per participant	0	
Drug Abuse Resistance Education (DARE)	+	$43,298	11,190	$3.87	1,119	$39
Innovative Programs	+	$37,014	932	$39.71	37	$1,000
K-12 Curriculum	+	$47,186	64,171	$.74	Rating based on program records of service	
Medicine Education and Safety Program	-	$5,772			Rating based on completion of project and on reactions to conference presentations	
MegaSkills	+	$21,798 DFS $17,664 Ch.2; $20,705 Ch.1	1,643 parents 643 students	$13.27 per parent DFS $93.57 per student DFS $36.62 (Total for all programs)	109	$200
Peer Assistance and Leadership (PAL)	+	$56,715	1,044	$52.81	42	$942
Plays for Living	+	$6,000	4,472	$1.34	447	$13
Private Schools		$18,143	2,779	$6.53	Evaluation did not take place for this component.	
Quality Schools	+	$160,452	306 staff 602 students	$524.35 per staff trained $266.53 per student	42	$3,820
Student Alcohol and Drug Abuse Education and Prevention Program (SADAEPP)	+	$94,433 DFS $20,579 Ch.2	2,488	$37.96	75	$1,259
Student Assistance Program (SAP)		$24,851	185 staff	$134.33	Staff training was not evaluated this year.	

* Participants

Rating is expressed as contributing to eliminating student alcohol and other drug use within AISD.

+	*Positive*, needs to be kept and expanded
0	*Not significant*, needs to be improved and modified
-	*Negative*, needs major modification or replacement
Blank	*Unknown*, may have positive or negative impact on other indicators; however, impact on student achievement is unknown.

Cost is the expense over the regular District per student expenditure of about $4,000.

0	*No cost* or minimal cost
$	*Indirect costs* and overhead, but no separate budget
$$	*Some direct costs*, but under $500 per student
$$$	*Major direct costs* for teachers, staff, and/or equipment in the range of $500 per student

AISD DRUG-FREE SCHOOLS PROGRAM COSTS PER STUDENT "SAVED"[1] FROM RECENT[2] ALCOHOL AND OTHER DRUG USE, GRADES 4–12, 1992–93

Program	Recent Use of Alcohol and Other Drugs by Program Participants	Percentage Points Better than the District Average Rate of Use	Sample N and % of Program N	Students "Saved"[3]	DFS Program Cost	DFS Cost per Student "Saved"[4]
MegaSkills	23%	17	520 (81%)	109	$21,798	$200
Drug Abuse Resistance Education (DARE)	30%	10	1,236 (11%)	1,119	$43,298	$39
Plays for Living	30%	10	243 (5%)	447	$6,000	$13
Innovative Programs	36%	4	42 (5%)	37	$37,014	$1,000
Peer Assistance Leadership (PAL)	36%	4	318 (30%)	42	$39,550	$942
Quality Schools	37%	3	40 (7%)	42	$160,452	$3,820
Student Alcohol and Drug Education and Prevention Program (SADAEPP)	37%	3	120 (5%)	75	$94,433	$1,259
Conflict Resolution Project	61%	-21	31 (79%)	-	$33,352	-
Other School Program[5]	43%	-3	543	-		-
ALL DFS PROGRAMS	**35%**	**5**	**3,093**	**1,871**	**$453,062**	**$242**

[1]Students "saved" by District DFS programs is calculated by subtracting the rate of use for DFS program students from the average rate of use for all students in the District (40%) and multiplying that difference by the total number of students served by the program. Because the grade levels of participants were not reported for all programs, this calculation includes students in grades K-3, although students within that grade range were not sampled for the survey. If students in grades K-3 use at rates lower than students in grades 4–12, the number of students "saved" in programs which include many K-3 students may be overestimated.

[2]For students in grades 4 and 5, "recent use" is defined as alcohol or drug use within the past school year. For secondary students in grades 6–12, "recent use" is defined as alcohol or drug use within the past 30 days.

[3]Some of the Drug-Free Schools programs included participants who may have been more at risk for alcohol and other drug use than the average District student. Therefore, some of the estimates of students "saved" may be conservative.

[4]Note that only DFS cost is calculated. Some programs received additional funding from other sources.

[5]No figures were available as to the cost or the total number of students served by "other" local campus programs.

OPEN LETTER

The 1992-93 school year was the sixth year in which AISD received federal funding through the Drug-Free Schools and Communities (DFSC) grant. Money from this grant is intended to *supplement* District efforts toward drug abuse education and prevention. The District has used the money to fund a wide variety of programs which address a multiplicity of approaches to drug abuse education and prevention. Thus, there are two questions which needed to be answered: "How effective were the individual programs which are funded through DFSC monies?" and, "How effective were the Drug-Free Schools programs as a whole?" Unfortunately, the two questions lead to two seemingly conflicting answers.

To the District's credit, all available evidence suggests that students and staff who participated in the individual programs believed they benefitted from them. Program results indicate that students who are inclined to use alcohol or other drugs feel less certain about their likelihood to use after participating in DFS programs. Additionally, secondary students who participated in Drug-Free Schools programs as a group dropped out at a rate lower than other District secondary students and at a rate lower than was predicted, given their at-risk status. The positive results are, unfortunately, countered by the results of two years worth of data from an anonymous student survey of alcohol and other drug use, which indicated that AISD students engage frequently in the illegal use of alcohol and illegal drugs. Staff confidence in District efforts to eliminate student use of alcohol and other drugs is decreasing, along with little confidence that students who need help for substance abuse are receiving any from the District. Staff opinion may be influenced, however, by their lack of awareness of the existence of the programs. On the average, staff are aware of only three to four of the 12 Drug-Free Schools programs.

Why is it that many students engage in the consumption of alcohol and other drugs in spite of participating in programs which they reported had decreased their likelihood in engaging in this behavior? One possible answer is that people do not always act as they say they should; i.e., there is a gap between intention and action. If the reason why some students continue to use illicit substances is based on their diverging from what they normally intend to do, one potential solution is to provide more programs reinforcing the "no-use" message. More programs, however, require more financial support as well as more staff and student time.

An alternative solution would be to reexamine the current array of programs to determine if the programs are coordinated, commensurate with the level and type of prevention deemed necessary, complement each other, and avoid redundancy in services. Programs should be based upon sound, well researched prevention principles. Programs need to be age-appropriate, relevant, and believable. They should teach students what drugs are, why they should choose not to use illicit substances, as well as how to refuse unwanted substances in different situations. Effective programs would teach students to know about themselves, about how they want to act versus how they do act, and about motivational strategies which they could use to avoid acting in ways which they would normally choose not to act. They would help students, from the day they begin school, to see themselves as worth caring about and, likewise, help them feel capable of taking care of themselves. Evaluation can help decision makers match appropriate services to student needs. Once a carefully constructed network of programs is implemented, evaluation would analyze long-term as well as short-term effects of each program and the network as a whole.

To summarize, District drug prevention efforts during the 1992-93 school year have had mixed success. Because drug education and prevention is the responsibility of the District, the District needs to realign its efforts to achieve a more effective prevention strategy. Either more programs emphasizing the no-use message are needed or more effective programs incorporating the principles described above should be implemented.

TABLE OF CONTENTS

Executive Summary i

Program Effectiveness Summary ii

AISD Drug-Free Schools Program Costs per Student "Saved" from Recent Alcohol and Other Drug Use, Grades 4-12, 1992-93 iii

Open Letter iv

List of Figures vi

Evaluation Overview viii

Introduction 1

Assessment of Use and Attitudes 5

Drug-Free Schools Programs

Student Programs

Conflict Resolution Project 14

Drug Abuse Resistance Education (DARE) 18

Innovative Programs 24

Peer Assistance and Leadership (PAL) 27

Plays for Living 34

Private Schools 36

Student Alcohol and Drug Abuse Education and Prevention Program (SADAEPP) 37

Parent Programs

MegaSkills 45

Curriculum and Staff Development

All Well Health Services 51

K-12 Curriculum 52

Medicine Education and Safety Program 59

Quality Schools 61

Student Assistance Program (SAP) 64

Bibliography 66

Attachments 68

LIST OF FIGURES

Figure 1: Components Included in Drug Use Education Programs/Activities in Public School Districts Nationwide 4

Figure 2: Responses by Teachers, Administrators, and Other Campus Staff to, "The presence of illegal *drugs* (not alcohol) on this campus is [increasing/decreasing/staying the same]." 5

Figure 3: Responses by Teachers, Administrators, and Other Campus Staff to, "The presence of *alcohol* (beer, wine, wine coolers, and/or liquor) on this campus is [increasing/decreasing/staying the same]." 6

Figure 4: Responses by Teachers, Administrators, and Other Campus Staff to, "Of all the problems with which your school must deal, how would you rank the problem of student use of *alcohol*?" 7

Figure 5: Responses by Teachers, Administrators, and Other Campus Staff to, "Of all the problems with which your school must deal, how would you rank the problem of student use of illegal *drugs*?" 7

Figure 6: Reported Lifetime and Recent Alcohol, Tobacco, and Other Drug Incidence, AISD 4th-12th Graders Compared to Texas 4th-12th Graders 10

Figure 7: Reported Lifetime Incidence of Illegal Drug Use, AISD 6th-12th Graders Compared to Texas 6th-12th Graders 11

Figure 8: Reported Incidence of Illegal Drug Use for the Past 30 Days, AISD 6th-12th Graders Compared to Texas 6th-12 Graders 11

Figure 9: Reported Lifetime and Recent Alcohol, Tobacco, and Other Drug Incidence, AISD Students by Sex, 1992-93 12

Figure 10: Reported Lifetime and 30 Day Alcohol, Tobacco, and Other Drug Incidence, AISD Secondary Students by Ethnicity, 1992-93 13

Figure 11: Location of Teachers/Staff Trained in Conflict Resolution, 1992-93 15

Figure 12: Description of Students Trained in Conflict Resolution, 1992-93 15

Figure 13: Student Opinion of Dispute Resolution Training, January 1993 16

Figure 14: Description of DARE Participants, 1992-93 19

Figure 15: Estimated Decrease in Alcohol and Other Drug Use Attributable to Participation in DARE, 1992-93 AISD DARE Officer Survey 20

Figure 16: DARE Student Survey Responses by Grade Level, 1992-93 21

Figure 17: Academic Effectiveness of DARE, 1992-93 23

Figure 18: Characteristics of Students Participating in Programs Funded by Innovative Programs, 1992-93 25

Figure 19: Academic Effectiveness of Innovative Programs, 1992-93 26

Figure 20: Description of PALs, 1992-93 27

Figure 21: Description of PALees, 1992-93 28

Figure 22: PAL Meetings with PALees, 1992-93 29

Figure 23: Areas of Peer Helping Provided by PAL Students, 1992-93 30

Figure 24: Teacher Ratings of PALee Progress, 1992-93 31

Figure 25: Sample of Comments Made by PALees' Teachers Regarding the PAL Program, 1992-93 31

Figure 26: Academic Effectiveness of PAL Program for PALees, 1992-93 33

Figure 27: AISD Plays for Living Questionnaire Results, 1992-93 Compared With 1991-92 34

Figure 28: Private Schools Receiving Drug-Free Schools Funds, 1992-93 36

Figure 29: Schools Participating in SADAEPP, 1992-93 38

Figure 30: Description of Students Participating in SADAEPP, 1992-93 39

Figure 31: Sample of Comments Made by AISD Staff Regarding the SADAEPP Program, 1992-93 40

Figure 32: Estimated Decrease in Alcohol and Other Drug Use Attributed to Participation in SADAEPP, 1992-93 SADAEPP Teacher Survey 41

Figure 33: Estimated Decrease in Alcohol and Other Drug Use Attributed to Participation in SADAEPP, 1992-93 SADAEPP Student Survey 42

Figure 34: Academic Effectiveness of SADAEPP, 1992-93 44

Figure 35: MegaSkills Trainers, 1992-93 47

Figure 36: Description of Children of MegaSkills Participants, 1992-93 48

Figure 37: Academic Effectiveness of MegaSkills, 1992-93 49

Figure 38: Secondary Campus Use of K-12 Drug-Free Schools Curricula and Training, 1992-93 55

Figure 39: Elementary Campus Use of K-12 Drug-Free Schools Curricula and Training, 1992-93 56-58

Figure 40: Schools with Teachers Participating in Quality Schools Training, 1992-93 63

EVALUATION OVERVIEW

The 1992-93 school year was the sixth year in which the Austin Independent School District (AISD) received monies for alcohol and other drug education and prevention through the Drug-Free Schools and Communities (DFSC) grant. At the end of each school year, AISD's Office of Research and Evaluation (ORE) has issued an evaluation report of the success of the District's efforts toward eliminating the illegal use of alcohol, tobacco, and illegal drugs. The final report is intended to inform decision makers and the public about the magnitude of alcohol and other drug use, as well as provide the best information available about the effectiveness of Drug-Free Schools (DFS) programs.

Rationale

When evaluating the effectiveness of Drug-Free Schools programs, it is necessary to decide what will be used as indicators of success. The "AISD Drug and Alcohol Education and Prevention Plan (Revised 9/8/92)" states that, "The District's goal is to have a drug free school population by the year 2000." Thus, the evaluation of any AISD DFS program needs to include how effective the program has been in eliminating drug use within the District. The most scientifically precise measure of how effective a program is could be obtained by administering random drug tests to program participants in order to appraise how many of its participants went on to lead drug-free lives. This procedure, however, is extraordinarily invasive and impractical. Thus, the assessment of Drug-Free Schools program effectiveness must be performed with more inferential measures of substance use, like self-report surveys.

Though discouraging students from using alcohol and other drugs is an important goal, the ultimate goal of the District, again as stated in the "AISD Drug and Alcohol Education and Prevention Plan (Revised 9/8/92)", is that, "the children of Austin deserve to *grow and learn* in a Drug Free School and Community" (emphasis added). To perform well in school, students must function at a level which is assumed to be incompatible with frequent alcohol and other drug use. As Drug-Free Schools programs succeed in eliminating student alcohol and other illicit drug use, the student environment will become more conducive to learning, which will ultimately lead to higher achievement levels by the students. While this is undoubtedly a long-term process, it makes sense to monitor the impact of Drug-Free Schools programs on several measures of participating students' academic progress, including their performance on standardized tests.

Information Sources

Individual program success in decreasing alcohol and other drug use was evaluated using:

- The Student Alcohol and Other Drug Use Survey;
- ORE's Coordinated Survey of staff;
- Program-specific surveys completed by student participants;
- Program-specific surveys completed by staff;
- An end-of-year survey completed by the program administrator;
- Staff interviews; and,
- Program records.

Individual program success in increasing student achievement in school was evaluated using ORE's GENeric Evaluation SYStem (GENESYS), which reports:

- Student achievement, as measured by performance on standardized achievement batteries and course grades;
- Attendance for the fall and spring semester;
- Discipline rates;
- Student retention rates; and,
- Dropout rates for students enrolled in middle/junior high and high school.

The evaluation of the District's overall Drug-Free Schools efforts was based upon results from the Student Alcohol and Other Drug Use Survey and the ORE Coordinated Survey of staff.

Program Effectiveness

Cost-effectiveness was calculated by dividing a measure of cost in dollars by the number of students "saved" from alcohol and other drug use. The cost of the programs was defined as the program's appropriation (i.e., budget). The measure for students "saved" (the effect) was based on self-reported use of alcohol, tobacco, and other illicit substances on the Student Alcohol and Other Drug Use Survey, administered by ORE to students in grades 4-12 in April of 1993. The survey included items about their recent use of illicit substances. For students in grades 4-5, recent use is defined as use within the past school year, while recent use by students in grades 6-12 is defined as use within the past 30 days. Students were also asked about their participation in DFS-funded programs. The rate of recent use of any illicit substance was then calculated for program participants and for the District as a whole. The number of students "saved" reflects the difference between recent use by program participants and overall recent use of the entire sample, multiplied by the total number of students served by the program. More information about the Student Alcohol and Other Drug Use Survey is provided on pages 8-13.

The cost-effectiveness ratio, expressed in dollars, which results from dividing cost by effect (C/E) is a measure of the cost-effectiveness of a program, i.e., the amount of effect for monies expended. Where cost or effect measures were not obtainable, and other evaluation information about a program was available, ratings of effectiveness were assigned to the programs evaluated based on the other indicators, such as opinion data.

PIECING TOGETHER AN INTEGRATED APPROACH TO DRUG-FREE SCHOOLS: 1992-93 FINAL REPORT

FINAL REPORT

INTRODUCTION

Requirements and Goals

In 1986, President Reagan signed into law the Drug-Free Schools and Communities Act of 1986 (DFSCA), enacted as Subtitle B of Title IV of the Anti-Drug Abuse Act of 1986, Public Law 99-570. Subsequent amendments to the original Drug-Free Schools and Communities Act of 1986 have been:

- Public Law 100-297, the Hawkins-Stafford Elementary and Secondary School Improvement Amendments of 1988, which *repealed* Subtitle B of Title IV of the Anti-Drug Abuse Act of 1986 and *reauthorized* the Drug-Free Schools and Communities Act as Title V of the Elementary and Secondary Education Act of 1965 (ESEA);
- Public Law 100-690, the Anti-Drug Abuse Act of 1988, which was enacted in November of 1988;
- Public Law 101-226, the Drug-Free Schools and Communities Act Amendments of 1989; and,
- Public Law 101-647, the Crime Control Act of 1990.

The function of the amended DFSC Act is to provide federal assistance to states for the purpose of **supplementing** school district efforts toward drug abuse education and prevention.

Drug use in the schools continues to be a national concern. In 1991, President Bush and the nation's governors introduced *AMERICA 2000: An Education Strategy*, an action plan to move America toward six national education goals. Goal 6 of *AMERICA 2000* is that "**by the year 2000, every school in America will be free of drugs** and violence and will offer a disciplined environment conducive to learning" (emphasis added). The objectives of this goal are:

- Every school will implement a firm and fair policy on use, possession, and distribution of drugs and alcohol.
- Parents, businesses, and community organizations will work together to ensure that the schools are a safe haven for all children.
- Every school district will develop a comprehensive K-12 drug and alcohol prevention education program. Drug and alcohol curriculum should be taught as an integral part of health education. In addition, community-based teams should be organized to provide students and teachers with needed support.

Taken together, the amended DFSC Act and Goal 6 of *AMERICA 2000* clearly communicate the importance of eliminating the use of illegal drugs and the illegal use of alcohol within our nation's schools. Underscoring the importance of drug-free schools, the following condition was placed upon all other federal financial assistance to local education agencies: **to qualify for funds or any other form of financial assistance under any federal program, local education agencies (including school districts) must certify to their state agencies that they have adopted and implemented a program to prevent the use of illicit drugs and alcohol by students and employees.**

DFSC Participation by Austin Independent School District

For the 1992-93 school year, the Austin Independent School District (AISD) received $467,362 in federal funds under the terms of the amended DFSC Act. An additional $150,213 was carried over from the 1991-92 budget for a total of $617,575. Funds were intended to supplement District efforts to eliminate abuse of drugs and alcohol from school campuses. In 1992-93, the DFSC grant monies funded a wide array of District programs aimed at drug abuse prevention and early intervention, including programs for high-risk youth, the purchase of curricular materials, and staff, parent, and student training. Funding also provided for a full-time evaluation associate.

In September of 1992, AISD enacted a revised drug and alcohol education and prevention plan (see Attachment A). The revised plan explicitly states that, **"[T]he District's goal is to have a drug free school population by the year 2000"** (emphasis added). With this goal in mind, the plan identifies eight major components which will be implemented by AISD:

1. Personnel training in alcohol- and drug-related issues;

2. Age-appropriate alcohol and drug education and prevention curricula at each grade level (prekindergarten through grade 12);

3. A student assistance program which will identify, refer, and provide intervention and counseling services for students;

4. Distribution of information about drug and alcohol programs available to students and employees;

5. Inclusion of drug and alcohol standards in discipline policies for students and personnel policies for employees; distribution of these standards to parents, students, and employees;

6. Data gathering to describe the extent of alcohol and drug usage in the schools; participation in other required evaluation efforts of the drug prevention program;

7. Assurance that all required activities convey to students that the use of illicit drugs and the unlawful possession and use of alcohol are wrong and harmful; and,

8. A district advisory council composed of individuals who are parents, teachers, officers of state and local government, medical professionals, representatives of law enforcement agencies, community-based organizations, and other groups with interest or expertise in the field of drug abuse education and prevention.

To ensure implementation of each component, the plan outlines the specific responsibilities and actions to be taken by central administration, principals, District staff, students, and parents. The revised plan meets the requirements for the adoption of a program to prevent the use of illicit drugs and alcohol by students and employees, as mandated by the amended DFSC Act. **The authorization of the revised drug and alcohol education and prevention plan represents a major accomplishment of the District for 1992-93.** When the plan is fully carried out as intended, the District will have also complied with the implementation standards also mandated by the amended DFSC Act.

In addition to the implementation of a drug and alcohol education and prevention plan, the DFSC Act requires that agencies receiving funds describe the extent of the current drug and alcohol problem in the schools, and that each recipient of DFSC funds submit an annual report to its state agency on the effectiveness of its DFSC programs. To assess the extent of the problem and the effectiveness of the District's prevention efforts, the Office of Research and Evaluation (ORE) administered:

- The Coordinated Survey for District employees which assessed the perceptions of teachers, administration, and other campus staff about the prevalence of substance abuse by students, their awareness of programs funded by DFSC monies, and their perceptions of the effectiveness of the District's efforts toward assisting students who do have problems with alcohol and other drugs, as well as the effectiveness of the District's efforts toward alcohol and other drug education and prevention;

- The Student Alcohol and Other Drug Use Survey, administered to students in grades 4-12 across the District, which assessed students' attitudes toward and self-reported use of alcohol and other drugs; and,

- Program-specific surveys which assessed students' and staffs' perceived effectiveness of DFSC-funded programs.

This evaluation report presents an overview of AISD's drug-free schools programs, descriptions of those drug and alcohol education and prevention programs provided through the DFSC grant during the 1992-93 school year, results of districtwide staff and student surveys, and other evalution findings.

AISD's Drug-Free Schools Efforts

In April 1991, AISD participated in the Public School District Survey on Safe, Disciplined, and Drug-Free Schools, sponsored by the National Center for Education Statistics. Figure 1 shows how AISD's Drug-Free Schools efforts from 1991 through 1993 rank with those of other public school districts in the nation, including other urban districts of similar size. As demonstrated in Figure 1, ***for the second school year in a row, AISD provides the same types of drug and alcohol education programs as most other urban public school districts of comparable size. In addition, AISD offers a peer counseling program (PAL), unlike the majority of those districts.*** AISD also conducted a comprehensive drug and alcohol use survey which was specially tailored to fit the needs of the District.

FIGURE 1
COMPONENTS INCLUDED IN DRUG USE EDUCATION PROGRAMS/ACTIVITIES IN PUBLIC SCHOOL DISTRICTS NATIONWIDE

Education Program/ Activities Component	All Districts (N=739)	AISD 1992-93[1]	AISD 1991-92[2]	Enrollment Size	District Location
				10,000 or more[3]	Urban[4]
Teaching students about causes and effects of alcohol, drugs, and tobacco use	100%	✓	✓	100%	100%
Teaching students to resist peer pressure	97%	✓	✓	98%	99%
Teaching students about laws regarding alcohol, drug, and tobacco use, possession, sales, and distribution	94%	✓	✓	93%	99%
School alcohol, drug, and tobacco policy/enforcement	94%	✓	✓	97%	98%
Referrals to counseling and treatment	90%	✓	✓	88%	73%
School services for high-risk students	75%	✓	✓	87%	72%
Student assistance programs (SAPs)	51%	✓	✓	87%	72%
Peer counseling	48%	✓	✓	38%	31%
Student drug-testing programs	9%			5%	9%
Conducted student alcohol, drug, or tobacco use survey in the last two years	61%	✓	✓	75%	67%

SOURCE: *Fast Response Survey System, Public School District Survey on Safe, Disciplined, and Drug-Free Schools, FRSS 40, U.S. Department of Education, National Center for Education Statistics, 1992.*

[1]AISD enrollment for 1992-93: N = 68,900
[2]AISD enrollment for 1991-92: N = 67,061
[3]Enrollment size of 10,000 or more: N = 218
[4]Urban: N = 138

The Drug-Free Schools Act of 1986 provided the original set of guidelines regarding what kinds of programs are appropriate for funding with DFSC monies. These guidelines gradually have been amended over the past seven years. The newest guidelines which are available were set forth in the *Nonregulatory Guidance for Implementing Part B of the Drug-Free Schools and Communities Act of 1986—November, 1992*. The full description of these guidelines and the type of approved program(s) under which each of AISD's programs falls may be found in Attachment B.

ASSESSMENT OF USE AND ATTITUDES TOWARD USE

Coordinated Survey for District Employees

Campus staff completed a survey administered by ORE in spring 1993 covering their perception of alcohol and other drug use within their classrooms, schools, and across the District. Campus staff included teachers, nonteaching professionals such as counselors and librarians, and administrators, including principals, assistant principals, and helping teachers.

As in 1991-92, staff were asked whether the presence of illegal drugs and alcohol was increasing, decreasing, or staying the same on their campuses. During the 1992-93 school year, more than half of the teachers (59%), over a third of campus professionals (40%), and a small percentage of campus administrators (12%) selected the "don't know" option. Almost identically, when asked the same question regarding alcohol, more than half of the teachers (60%), over a third of campus professionals (40%), and about one in seven campus administrators (14%) reported that they did not know. **While the percentages of respondents who selected the "don't know" option remained large, all categories of personnel showed a *decrease* in percentage of respondents selecting this category as compared with respondents from the 1991-92 school year.** The percentages of each group that expressed an opinion are presented in Figures 2 and 3.

FIGURE 2
RESPONSES BY TEACHERS, ADMINISTRATORS, AND OTHER CAMPUS STAFF TO:

The presence of illegal *drugs* (not alcohol) on this campus is*:

Group	1992-93			1991-92		
	Increasing	Staying the Same	Decreasing	Increasing	Staying the Same	Decreasing
High School Teachers (N = 58, 58)	43%	51%	6%	32%	51%	17%
Middle/Junior High School Teachers (N = 58, 43)	48%	44%	7%	37%	44%	19%
Elementary Teachers (N = 270, 57)	4%	90%	5%	19%	56%	25%
Other Campus Professionals (N = 55, 64)	36%	55%	9%	22%	64%	14%
Campus Administrators (N = 42, 54)	11%	65%	24%	9%	56%	35%

* Percentages only include those respondents who expressed an opinion; i.e., "don't know" responses were excluded.

As shown in Figure 2, **there has been an across-the-board decrease in staff confidence that the presence of drugs on their campuses is decreasing.** Within personnel category, teachers and other staff appear less confident that the presence of drugs on their campuses is decreasing than are campus administrators when assessing the current presence of drugs on their campuses.

In contrast to the pessimism regarding fewer drugs on campus, **a greater percentage of the 1992-93 staff** (with the exception of other campus professionals) **indicated that they believe that the presence of alcohol on their campus is "staying the same" than staff respondents from 1991-92** (see Figure 3). Again, teachers and other staff appear less confident about the decreasing presence of alcohol on their campuses than are campus administrators.

FIGURE 3
RESPONSES BY TEACHERS, ADMINISTRATORS, AND OTHER CAMPUS STAFF TO:

The presence of *alcohol* (beer, wine, wine coolers, and/or liquor) on this campus is*:

Group	1992-93			1991-92		
	Increasing	Staying the Same	Decreasing	Increasing	Staying the Same	Decreasing
High School Teachers (N = 34, 38)	32%	53%	15%	34%	50%	16%
Middle School/Junior High Teachers (N = 21, 32)	24%	62%	14%	41%	34%	25%
Elementary Teachers (N = 98, 49)	4%	88%	8%	10%	80%	10%
Other Campus Professionals (N = 33, 64)	21%	58%	21%	13%	74%	13%
Campus Administrators (N = 36, 54)	11%	64%	25%	11%	54%	35%

* Percentages only include those respondents who expressed an opinion; i.e., "don't know" responses were excluded.

Elementary teachers perceived the problems of alcohol and other drug use on their campuses as being of lesser importance than did middle school or high school teachers. **Of the 274 elementary teachers who responded, nearly three fourths (72%) did not believe that alcohol use is a problem with which their schools must deal, while approximately two thirds (63%) did not believe that student use of illegal drugs was a significant problem for their campuses** (see Figure 4 and 5).

FIGURE 4
RESPONSES BY TEACHERS, ADMINISTRATORS, AND OTHER CAMPUS STAFF TO:

Of all the problems with which your school must deal, how would you rank the problem of student use of *alcohol*?

Group	The top problem	Among the top 5 problems	Among the top 10 problems	A problem, but not one of the top 10	It is not a problem
Elementary Teachers (N = 274)	1%	4%	4%	19%	72%
Middle/Jr. High Teachers (N = 57)	0%	11%	37%	37%	16%
High School Teachers (N = 55)	0%	44%	27%	26%	4%
Other Professionals (N = 54)	2%	15%	20%	22%	41%
Campus Administrators (N = 47)	0%	9%	15%	17%	60%

FIGURE 5
RESPONSES BY TEACHERS, ADMINISTRATORS, AND OTHER CAMPUS STAFF TO:

Of all the problems with which your school must deal, how would you rank the problem of student use of illegal *drugs*?

Group	The top problem	Among the top 5 problems	Among the top 10 problems	A problem, but not one of the top 10	It is not a problem
Elementary Teachers (N = 275)	2%	3%	7%	25%	63%
Middle/Jr. High Teachers (N = 58)	2%	21%	41%	28%	9%
High School Teachers (N = 55)	4%	51%	29%	16%	0%
Other Professionals (N = 54)	0%	19%	22%	22%	37%
Campus Administrators (N = 47)	2%	15%	13%	21%	49%

Student Alcohol and Other Drug Use Survey

Part of the Drug-Free Schools and Communities (DFSC) Act of 1986 requires that agencies receiving funds describe the extent of the current drug and alcohol problem in the schools, and the National Commission on Drug-Free Schools Final Report (September 1990) recommends using a survey to assess drug problems in the schools. As a recipient of Drug-Free Schools monies, AISD had been, and remains, under an obligation to collect and report this information. Prior to the 1991-92 school year, AISD's high school students' drug and alcohol use was assessed indirectly through the annual high school Student Survey (see ORE Publication Numbers 90.31, 89.29, 88.37, 87.41, and 86.45). Direct assessment of substance use by students in grades 6-8 took place for the first time in 1990-91 with the administration of a middle school survey. In the spring of 1992, the *Texas School Survey of Substance Use* was administered in place of the middle school survey with students in grades 4, 5, and elementary 6 receiving an elementary version, and students in grades 6 through 12 receiving a secondary version. Both forms of the *Texas School Survey of Substance Use* had been extensively used in Texas school districts since 1988 and were endorsed by the Texas Education Agency (TEA). The surveys, which were administered and analyzed by the Public Policy Laboratory at Texas A&M, were sponsored and partially subsidized by the Texas Commission on Alcohol and Drug Abuse (TCADA).

The administration of the *Texas School Survey of Substance Use* during the 1991-92 school year was a large undertaking, with approximately one third of all of the students in grades 4 through 12 participating (2,566 elementary students and 8,625 secondary students). In addition to the demands placed upon students and staff, the survey cost in excess of $10,000 to administer and analyze. Full details of the results from the 1991-92 survey will be provided in a forthcoming ORE publication.

Given the scope and expense of the 1991-92 survey, it was determined that while a substance use survey needed to be administered again this year, the survey would need to be less extensive and needed to be administered and scored completely in-house. Having decided to limit the scope of the 1992-93 survey to items more directly related to student alcohol and other drug use, new surveys for elementary and secondary students were designed, using the *Texas School Survey of Substance Use* as a template. After detailed statistical examination of last year's survey and careful consideration of the District's information needs, a subset of the most appropriate items was selected from the *Texas School Survey of Substance Use* and was used to construct elementary and secondary versions of AISD's *Student Alcohol and Other Drug Use Survey*.

In its final version, the secondary student version of the questionnaire contained over 60% fewer items than its parent version, while 30% fewer questions were asked on the elementary version. Several new items were added which were intended to gather preliminary data on the relationship between participation in the District's Drug-Free Schools programs and student use of alcohol and other drugs. In addition to the reduced number of items on the survey, 40% fewer students were asked to participate in the survey this year. Despite the reduced sample size and shortened length of the questionnaire, the *Student Alcohol and Other Drug Use Survey* provided reliable information about the incidence of alcohol and other drug use for AISD students for the 1992-93 academic year.

A sample of 700 students in each of grades 4-12 was drawn by ORE during the beginning of the spring semester, 1993. A campus contact person was then notified of any classrooms from his or her campus which had been randomly selected to participate. Campus contact people were requested to distribute a letter composed by ORE to notify parents of the students who were to participate and inform them about the survey's purpose and confidential nature. No parental objections were received by ORE.

The survey was administered to the selected classrooms during the weeks of March 29 through April 9, 1993. Administration, including giving instructions, was designed to take approximately 30–40 minutes. *Student participation was completely voluntary, and individual responses were anonymous*—no name or identifying code number was used on the surveys. Similarly strict confidentiality standards were applied to all phases of data collection, data processing, and data reporting procedures. Precautions were taken so that survey responses could not be identified as having come from any individual student, class, or particular school.

Results of the AISD *Student Alcohol and Other Drug Use Survey* supported many of the results from the larger *Texas School Survey of Substance Use* administered during the 1991–92 school year. Figure 6 compares AISD student use of alcohol, tobacco, and other illegal substances to the 1991–92 statewide data. Overall, AISD students appear to have patterns of alcohol and other illegal drug use similar to the rest of the State for reported lifetime usage of alcohol and tobacco. Comparisons between AISD secondary students and other students from across Texas regarding lifetime usage of a combined category of other illegal substances, composed of inhalants, marijuana, cocaine, crack, hallucinogens, uppers, downers, steroids, and ecstasy (defined in the Glossary) reveals a disturbing trend: **a greater percentage of AISD students across all secondary grades report using illegal drugs than students from across the State.** Self-reported substance use during the past 30 days indicated that **the percentage of students reporting use of illegal drugs other than alcohol or tobacco is twice to three times as high as their peers from across the rest of Texas.** In addition, **a slightly higher percentage of AISD's students report having used tobacco products in the past 30 days than the percentage of students from the rest of the State.**

More detailed breakdowns of lifetime use and use within the past 30 days of illegal drugs other than alcohol and tobacco for AISD and other Texas secondary students are presented in Figures 7 and 8. **The percentage of AISD secondary students who report using marijuana and/or hallucinogens is substantially higher than the percentage of other Texas secondary students, for both lifetime use and use within the past 30 days.** In addition, **for every category of drugs, AISD students in all grades 6–12 are either as likely or more likely than other secondary students from across the State to have reported usage within the past 30 days.**

Figures 9 and 10 present a breakdown of substance use within the District by sex and by ethnicity. Within AISD, for each school level, **approximately the same percentage of female students participate in alcohol and tobacco use**, both within the past 30 days and within their lifetime, as do **male students**. A slightly higher percentage of males than females report using other illegal drugs. In the 1991–92 State sample, females across Texas were reportedly less likely to use alcohol, tobacco, and other drugs. Regarding alcohol and other drug use by ethnicity, **a higher percentage of AISD secondary students who reported their ethnicity as Native American, Hispanic, or White appear to engage in alcohol, tobacco, and other drug use, both within the past 30 days and within their lifetime, than Asians and African Americans.**

FIGURE 6
REPORTED LIFETIME AND RECENT ALCOHOL, TOBACCO, AND OTHER DRUG INCIDENCE, AISD 4TH–12TH GRADERS COMPARED TO TEXAS 4TH–12TH GRADERS

Grade	Lifetime Usage						Used in Past School Year					
	Alcohol		Tobacco		Other Illegal Drugs		Alcohol		Tobacco		Other Illegal Drugs	
	AISD	State	AISD	State	AISD	State	AISD	State	AISD	State	AISD	State
4	30%	25%	10%	11%	7%* 2%–	6%* 1%–	17%	15%	5%	7%	4%* 1%–	4%* 0%–
5	30%	29%	16%	18%	7%* 4%–	6%* 1%–	20%	18%	10%	12%	4%* 2%–	4%* 1%–
							Used in Past 30 Days					
6	47%	46%	29%	27%	19%	4%	22%	16%	13%	9%	9%	2%
7	52%	58%	33%	43%	24%	11%	25%	24%	19%	15%	14%	5%
8	69%	71%	52%	50%	35%	15%	38%	30%	24%	17%	19%	5%
9	77%	78%	48%	58%	32%	24%	41%	39%	24%	23%	17%	10%
10	77%	82%	53%	58%	37%	28%	44%	42%	24%	22%	22%	10%
11	84%	84%	58%	59%	41%	29%	55%	44%	30%	24%	23%	11%
12	84%	86%	60%	60%	43%	32%	52%	50%	30%	27%	22%	10%

Sources: AISD *Student Alcohol and Other Drug Use Survey* administered April, 1993 (N = 4,151)
Texas School Survey of Drug and Alcohol Use administered spring, 1992 (N = 101,450)
The numbers associated with each of the percentages listed in this figure may be found in the 1992–93 DFS technical report.
* Inhalants – Marijuana

FIGURE 7
REPORTED LIFETIME INCIDENCE OF ILLEGAL DRUG USE, AISD 6TH–12TH GRADERS COMPARED TO TEXAS 6TH–12TH GRADERS

Grade	IN YOUR LIFETIME, how many times (if any) have you used:															
	Marijuana		Cocaine		Crack		Hallucinogens		Uppers		Downers		Inhalants		Ecstasy	
	AISD	State	AISD	State	AISD	State	AISD	State	AISD	State	AISD	State	AISD	State	AISD	State
6	7%	3%	5%	1%	1%	0%	1%	1%	3%	1%	2%	1%	10%	11%	0%	0%
7	13%	10%	3%	2%	2%	1%	3%	2%	4%	2%	3%	2%	14%	15%	2%	2%
8	27%	12%	4%	3%	1%	2%	7%	2%	7%	5%	5%	4%	14%	14%	3%	1%
9	24%	21%	4%	5%	2%	2%	9%	6%	8%	7%	6%	4%	15%	15%	3%	2%
10	31%	25%	6%	6%	2%	2%	11%	6%	10%	8%	5%	6%	10%	14%	5%	3%
11	35%	26%	5%	5%	1%	2%	14%	7%	9%	9%	6%	6%	11%	14%	5%	4%
12	39%	29%	7%	7%	1%	2%	13%	8%	9%	10%	6%	6%	11%	13%	6%	6%

FIGURE 8
REPORTED INCIDENCE OF ILLEGAL DRUG USE FOR THE PAST 30 DAYS, AISD 6TH–12TH GRADERS COMPARED TO TEXAS 6TH–12 GRADERS

Grade	IN THE PAST 30 DAYS, how many times (if any) have you used:															
	Marijuana		Cocaine		Crack		Hallucinogens		Uppers		Downers		Inhalants		Ecstasy	
	AISD	State	AISD	State	AISD	State	AISD	State	AISD	State	AISD	State	AISD	State	AISD	State
6	4%	1%	1%	0%	1%	0%	0%	0%	1%	0%	1%	0%	5%	4%	0%	0%
7	8%	4%	2%	1%	1%	0%	2%	1%	2%	1%	2%	1%	6%	5%	1%	1%
8	14%	4%	1%	1%	1%	0%	2%	1%	3%	2%	3%	1%	6%	4%	1%	0%
9	15%	8%	2%	2%	1%	1%	5%	2%	4%	2%	3%	1%	2%	2%	1%	1%
10	19%	8%	2%	2%	0%	0%	5%	2%	2%	2%	2%	2%	3%	3%	2%	1%
11	18%	9%	2%	2%	0%	0%	4%	2%	3%	2%	2%	2%	3%	2%	1%	1%
12	19%	8%	2%	2%	0%	0%	6%	2%	2%	2%	1%	1%	2%	1%	2%	1%

Sources: AISD *Student Alcohol and Other Drug Use Survey* administered April, 1993 (N = 4,151)
Texas School Survey of Drug and Alcohol Use administered spring, 1992 (N = 101,450)
The numbers associated with each of the percentages listed in Figures 7 and 8 may be found in the 1992–93 DFS technical report.

FIGURE 9
REPORTED LIFETIME AND RECENT ALCOHOL, TOBACCO, AND OTHER DRUG INCIDENCE, AISD STUDENTS BY SEX, 1992-93

Grade Levels	Lifetime Usage						Used in Past School Year					
	Alcohol		Tobacco		Other Illegal Drugs		Alcohol		Tobacco		Other Illegal Drugs	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Elementary School	33%	25%	16%	10%	7%	6%	21%	15%	8%	7%	4%	5%
							Used in Past 30 Days					
Middle/ Junior High School	59%	54%	40%	37%	28%	24%	27%	30%	21%	18%	17%	12%
High School	79%	80%	55%	51%	40%	34%	47%	46%	30%	22%	24%	17%

Source: Student Alcohol and Other Drug Use Survey, administered April 1993
For elementary students, "other drugs" includes inhalants and marijuana, and includes grades 4-5.
For secondary students, "other drugs" includes inhalants, marijuana, cocaine, crack, hallucinogens, uppers, downers, steroids, and ecstasy.
Middle school includes students in grade 6 (middle school only) through grade 8; high school includes grades 9-12.
Elementary N=1065; Middle School N=1,326; High School N=1,813

FIGURE 10
REPORTED LIFETIME AND 30 DAY ALCOHOL, TOBACCO, AND OTHER DRUG INCIDENCE, AISD SECONDARY STUDENTS BY ETHNICITY, 1992-93

Ethnicity	Lifetime Usage			Used in Past 30 Days		
	Alcohol	Tobacco	Other Illegal Drugs	Alcohol	Tobacco	Other Illegal Drugs
American Indian/Alaska Native	71%	49%	40%	57%	41%	36%
Asian/Pacific Islander	46%	29%	19%	35%	27%	16%
Black, not of Hispanic origin	69%	33%	24%	37%	30%	9%
Hispanic	67%	34%	35%	48%	40%	23%
White, not of Hispanic origin	71%	48%	33%	49%	41%	28%

Source: AISD *Student Alcohol and Other Drug Use Survey—Secondary Students* (grades 6–12) administered April 1993, N=3,141
The numbers associated with each of the percentages listed in Figure 10 may be found in the 1992-93 DFS technical report.
The ethnic categories used for the survey are based on categories requested by the Texas Education Agency (TEA).

DRUG-FREE SCHOOLS PROGRAMS

Student Programs

Conflict Resolution Project
1992-93 initial allocation: $33,352; 1991-92 initial carry-over: $0; Participants trained: 96

- **Most faculty and students rated the training which they received from the Conflict Resolution Project as excellent.**
- **Several schools reportedly used the mediation process to resolve over 30 conflicts during the 1992-93 school year, and one elementary school reportedly using mediation in over 100 cases this past year.**
- **One high school reported that it had fewer suspensions and fewer removals to the Alternative Learning Center (ALC) as a result of peer mediation during the 1992-93 school year.**

During the 1992-93 school year, the Conflict Resolution Project trained 39 high school students and 57 faculty/staff in mediation skills which would help them resolve conflicts on their campuses. Austin's Dispute Resolution Center provided the training in mediation skills to District staff and students so that they could serve as mediators in solving disputes at their campuses. Training in conflict resolution was considered related to drug and alcohol abuse prevention because it reportedly empowered students to be able to begin facing and resolving conflicts instead of avoiding problems or trying to escape from them through the use of alcohol or other drugs. The stated goals of peer mediation were for disputants to:

- Understand and respect different views;
- Open and improve communication;
- Develop cooperation in solving a common problem; and,
- Learn how to reach agreements that address the interests of both sides.

Grant monies paid for consultants from the Dispute Resolution Center, transportation, and workshops for the student training.

Figure 11 shows the school distribution of the 57 staff members who participated in the training. The program also trained 39 students from two high schools which had not had the opportunity to receive training during the 1991-92 school year. Students received training in January of 1993, while teachers and other staff participated during April, 1993. For the most part, younger students were selected as mediators so that they could continue with the program in future school years, as well as help train new students. The student mediators represented the following grade levels: 49% were ninth graders, 41% were tenth graders, and 10% were eleventh graders. More student characteristics for 38 of the 39 students are shown in Figure 12. One student did not have a valid student identification number and was eliminated from the database.

FIGURE 11
LOCATION OF TEACHERS/STAFF TRAINED IN CONFLICT RESOLUTION, 1992-93

Location	# Teachers/Staff Trained
Elementary	9
Middle/Jr. High School	6
High School	35
Special Campuses	5
Other	2
Total	**57**

FIGURE 12
DESCRIPTION OF STUDENTS TRAINED IN CONFLICT RESOLUTION, 1992-93

Grade Level	Sex	Ethnicity	Low Income	Overage for Grade	LEP	Special Education	Gifted/ Talented	At-Risk
Secondary (N=38)	26% Male 74% Female	16% Black 21% Hispanic 63% Other	11%	16%	0%	3%	74%	23.7%

After the initial training, all school teams continued to meet for three additional training sessions at their campuses from six weeks to up until the end of the semester. The frequency of the meetings varied by campus, with some mediation teams meeting every week, some every other week. The Conflict Resolution Project staff largely used word of mouth to inform school staff of the new program and how to make referrals.

Teacher Opinions

Staff members participating in the April 1993 training responded to a questionnaire about their dispute resolution training. Results indicate that:

- Nine (60%) of the participants rated the training as excellent, four (27%) rated it as good, while two (13%) rated it somewhere between good and excellent (N = 15);
- 12 of 15 (75%) of the trainees reported feeling good or excellent about their ability to facilitate mediation, and all of the participants reported feeling at least satisfactory about their ability to supervise student mediators in their school (N = 14);
- All 14 of the participants who responded indicated that their expectations had been met at least moderately well; and
- The most beneficial part of the training was identified as the role play activities.

Asked what they would change about the workshops, staff suggested incorporating a quick review of the previous day's activities before beginning the current day's activities, more activity immediately after lunch, and "more solid feedback."

Student Opinions

The 39 students trained during January 1993 also completed a survey about the training sessions. Figure 13 show students' opinions of particular aspects of the training.

FIGURE 13
STUDENT OPINION OF DISPUTE RESOLUTION TRAINING, JANUARY 1993

Question:	Day 1		Day 2	
What is your overall evaluation of the training today?	Excellent	44%	Excellent	25%
	Good/Excellent	6%	Good/Excellent	0%
	Good	44%	Good	69%
	Satisfactory	6%	Satisfactory	6%
	(N=18)		(N=16)	
How often were you bored?	Sometimes	33%	Sometimes	63%
	Rarely	44%	Rarely	31%
	Rarely/Never	6%	Rarely/Never	6%
	Never	17%	Never	0
	(N=18)		(N=16)	
Did you have as much chance to participate as you wanted to?	Yes, more than I wanted	28%	Yes, more than I wanted	29%
	Yes, as much as I wanted	72%	Yes, as much as I wanted	65%
	No, not nearly enough	0	No, not nearly enough	6%
	(N=18)		(N=17)	

Measures of Program Effects on Student Participants

Students participating in the Conflict Resolution Project were being trained to help others settle disputes. Given the volunteer nature of the program and the high percentage of trainers identified as gifted, it would be expected that the students in training would receive little academic benefit from training. The recipients of conflict resolution, however, **would** be expected to benefit from the program. No students were reported as **receiving** conflict resolution by the recipients of this year's training so, program effect could not be analyzed.

Program Staff Opinion

When asked about the percentage of students that they estimated were likely to use alcohol illegally prior to dispute resolution as compared to following participation in dispute resolution, the project director **estimated** that there would be a decrease from 20% to 10%. In a similar pair of questions concerning **estimates** of the percentage of students likely to engage in illegal drug use both prior to dispute resolution and after participation, a decrease from 30% to 15% was reported expected. As the actual number of students served by dispute resolution was not reported, no calculation could be made to estimate the number of students who were expected to be "saved" from illegal use of alcohol and/or illegal drug use.

Staff reported that next year they would like to include more people from different schools so that more and more campuses have the option of establishing peer mediation programs.

DFSC Cost

The DFSC cost per person trained was $368.24 ($35,352/96).

Drug Abuse Resistance Education (DARE)

1992-93 initial allocation: $43,298; 1991-92 inltial carry-over: $0; Students served: 11,190

- **All AISD fifth and seventh graders participated in the DARE program. This was especially noteworthy because of the increasing number of schools which were served by the same number of officers as in previous years.**
- **DARE officers were not as satisfied with the fifth-grade curriculum as they have been in the past.**
- **Both fifth- and seventh-grade DARE participants indicated significant decreases in the likelihood of their using alcohol illegally and/or using other illegal drugs.**

Drug Abuse Resistance Education (DARE) is a joint educational effort between AISD and the Austin Police Department (APD). Every fifth- and seventh-grade student in the District participated in the DARE program for a total of 11,190 students served. Drug-Free Schools monies paid for curriculum, officer training, half of the salary of a full-time secretary, and program support. Officer salaries, mileage, and some reproduction are paid by APD. Area businesses also provided support by donating t-shirts, bumper stickers, and other promotional materials.

Developed by the Los Angeles Unified School District (LAUSD) in 1983, the DARE curriculum was introduced to 20 Austin elementary schools during the 1987-88 school year. Since 1989, DARE has been presented in all 67 elementary schools and 13 middle/junior high schools in the District. The schools are divided so that one half of the campuses receive the program during the fall semester, and the other half during the spring semester. The 17-week fifth-grade curriculum focuses on providing accurate information about alcohol and drugs, building self-esteem, and teaching students decision-making skills, resistance techniques, and alternatives to drug use. The seventh-grade curriculum consists of 10 weekly lessons similar in content to the fifth-grade curriculum.

Over the past five years, AISD's DARE program has expanded from the two officers who piloted the program to 11 officer/instructors and a senior sergeant supervisor. During fall semester, 1992, one of the officers was replaced midway through the semester and another officer was replaced prior to spring semester. APD selects the officers who serve as instructors.

Each officer was responsible for between four and eight schools each semester. The original plan for the DARE program calls for the officers to spend the entire school day at one campus, allowing them to interact with all of the students, including those in lower grade levels. This year, as with last year, some officers had to split their day between two schools, reducing the amount of contact with the students on each campus outside of the classroom. Next year, with the opening of new campuses, more officers will be required to split their day between campuses.

Student Characteristics

Of the 11,190 DARE recipients, 5,948 were enrolled in 5th grade and 5,242 were enrolled in 7th grade. Figure 14 presents the demographic characteristics of the 1992-93 DARE participants.

FIGURE 14
DESCRIPTION OF DARE PARTICIPANTS, 1992-93

Grade Level	Sex	Ethnicity	Low Income	Overage for Grade	LEP	Special Education	Gifted/ Talented	At-Risk
Elementary (N=5,948)	50% Male 50% Female	19% Black 36% Hispanic 46% Other	49%	19%	9%	14%	16%	51%
Middle/ Junior High (N=5,242)	49% Male 51% Female	19% Black 36% Hispanic 44% Other	45%	24%	5%	12%	34%	38%

Officer Opinion

Ten of the 11 officers completed an ORE survey administered in May 1993. The survey provided the officers an opportunity to express their opinions about the program and curriculum.

Of the 10 officers who completed the survey, all ***agreed*** or ***strongly agreed*** that:

- The DARE curriculum communicates important information to students about the effects of drugs and alcohol;
- The DARE curriculum effectively teaches students skills and strategies for resisting negative peer pressure;
- The DARE curriculum teaches valuable behavioral skills that students can use and teachers can reinforce in the classroom setting;
- The fifth-grade curriculum is effective in conveying a no-use message; and,
- In general, fifth graders responded positively towards the DARE program.

In spite of the otherwise positive responses of the officers to the 5th-grade curriculum, four of the 10 (40%) thought that it needed improvement, while another two (20%) expressed a neutral opinion, while the remaining four (40%) did not believe that it needed improvement. In 1991-92, only two of 11 (18%) officers had thought that the 5th-grade curriculum needed improvement, while almost half (45%) expressed a neutral opinion, and the remaining officers (36%) reported that it did not need improvement. **The shift in opinion between the 1991-92 survey and the 1992-93 survey suggests that officers are becoming more dissatisfied with the fifth-grade curriculum.**

Responding to earlier criticisms of the 7th-grade curriculum, DARE America Headquarters and the LAUSD revised the 7th-grade curriculum so that it now targets junior high students. Unfortunately, the new curriculum is not available to AISD until its officers have been trained for it. The week-long training program takes place in Phoenix, Arizona, and all the classes were booked through the fall 1992 semester. Because of the excessively heavy workload of the DARE officers during 1992-93, no DARE officers were able to train with the new curriculum the past school year.

Reflecting the same attitudes as expressed in past years, officers were not satisfied with the outdated 7th-grade curriculum. Four of the 10 officers (40%) reported that the 7th-grade curriculum was **not**

appropriate for that grade level and six of the 10 (60%) thought that the 7th-grade curriculum needed to be improved. While most officers remain dissatisfied with the 7th-grade curriculum as it is currently taught, officer dissatisfaction has decreased in comparison with survey results from the 1991-92 school year, when all of the officers believed that the 7th-grade curriculum needed to be improved and two thirds (67%) thought it was not grade appropriate.

The officers were also asked to estimate the percentage of students they believed were likely to have used alcohol illegally and/or use illegal drugs both prior to and after taking DARE. The results are shown in Figure 15.

FIGURE 15
ESTIMATED DECREASE IN ALCOHOL AND OTHER DRUG USE ATTRIBUTABLE TO PARTICIPATION IN DARE, 1992-93 AISD DARE OFFICER SURVEY

Question for DARE Officers (N=11)	Grade 5	Grade 7
Prior to taking DARE, what percent of students served do you believe were likely to use alcohol illegally?	41%	53%
Now that students have taken DARE, what percent of students served do you believe are now likely to use alcohol illegally?	16%	26%
Change in percentage points from before DARE to after DARE for illegal use of alcohol.	-25%	-27%
Prior to taking DARE, what percent of students served do you believe were likely to use illegal drugs?	29%	40%
Now that students have taken DARE, what percent of students served do you believe are now likely to use illegal drugs?	11%	20%
Change in percentage points from before DARE to after DARE for illegal drugs.	-18%	-20%

Based upon the officers' estimates, the total number of AISD 5th graders at reduced risk for illegal use of alcohol would be 25% of the 5,948 AISD 5th-grade students served, or 1,487 5th graders, while the number of 7th-grade students at reduced risk for illegal use of alcohol would be 27% of the 5,242 7th-grade students served, or 1,415 7th graders. Likewise, the number of 5th graders at reduced risk for use of illegal drugs would be 18% of the 5,948 AISD 5th graders, equaling 1,071 5th graders, and 20% of the 5,242 7th graders, or 1,048 students. Summed together, the DARE officers estimates would indicate that 2,902 DARE participants (26%) would be at reduced risk for future illegal consumption of alcohol, while 2,119 (19%) participants would be at reduced risk for future use of illegal drugs.

Student Opinion

A one third random sample of DARE students in fifth-grade and another in seventh-grade received a survey at the end of the semester of participation concerning their opinions about the DARE course. Results to four of the questions are presented in Figure 16.

FIGURE 16
DARE STUDENT SURVEY RESPONSES BY GRADE LEVEL, 1992-93

Survey Question	Response	Fifth-Grade	Seventh-Grade
1. *Before you took DARE, did you think you would ever use illegal drugs?* *Fifth-grade (N = 1,353)* *Seventh-grade (N = 1,199)*	Definitely Yes + Yes	10%	15%
	Neutral	13%	15%
	Definitely No + No	77%	70%
2. *Since you have taken DARE, do you think you will ever use illegal drugs?* *Fifth-grade (N = 1,358)* *Seventh-grade (N = 1,200)*	Definitely Yes + Yes	6%	9%
	Neutral	8%	14%
	Definitely No + No	85%	77%
3. *Before you took DARE, did you think you would drink illegally?* *Fifth-grade (N = 1,481)* *Seventh-grade (N = 1,198)*	Definitely Yes + Yes	7%	17%
	Neutral	15%	18%
	Definitely No + No	77%	65%
4. *Since you have taken DARE, do you think you will ever drink illegally?* *Fifth-grade (N = 1,479)* *Seventh-grade (N = 1,194)*	Definitely Yes + Yes	5%	12%
	Neutral	11%	20%
	Definitely No + No	83%	68%

Generalizing from the data in Figure 16, if 15% of all 7th-grade DARE recipients previously believed themselves to be at risk for future drug use, and 9% now believe themselves to be at risk, the number of students with reduced risk of future drug use was 6% of AISD's 5,242 7th-grade DARE recipients, or 315 students. Similarly, the number of 7th graders with reduced risk of drinking alcohol illegally would be 17% less 12%, or 5% of the 5,242 students, totalling 262 students. When calculated for 5th-grade DARE recipients, a decrease from 10% to 6% of students who believe they would ever use illegal drugs would indicate that 4% of the 5,948 students, or 238 students in grade five have a reduced risk of future illegal drug use. Likewise, a decrease from 7% to 5% of fifth graders who believe that they will ever drink illegally indicates that 2% of the 5,948 students, or 119 fifth-grade students, have a reduced risk of future illegal drinking. **Summed together, 553 recipients of DARE (5%) are at less risk for future use of illegal drugs, while 381 (3%) are at less risk for future illegal use of alcohol.**

Measures of Program Effects on Student Participants

A database created containing ID's of the students participating in the DARE program was analyzed using ORE's GENeric Evaluation SYStem (GENESYS), which produces statistical information about achievement, attendance, discipline, and dropout rates for specified populations. For more detailed information regarding GENESYS, see *GENESYS 1990-91: Selected Program Evaluation* (ORE Publication No. 90.30). Students are generally grouped into three grade spans—elementary, middle, and high school levels—for the analyses. However, since only fifth and seventh graders received DARE, only middle/junior high and high school groups were analyzed.

A portion of GENESYS, called the Report on Program Effectiveness (ROPE), uses a statistical technique called regression analysis to predict the scores for groups of students on standardized tests. Predictions

are based on previous achievement levels and background characteristics including sex, ethnicity, age, low-income status, family income, transfer status, desegregation status of the school attended, and pupil-teacher ratio of the school. Predicted scores on the Iowa Tests of Basic Skills (ITBS) or the Norm-referenced Assessment Program for Texas (NAPT) are compared with actual scores, and a "residual" score is calculated through subtracting the actual score from the predicted score. If the students' residual score is far enough above or below zero to achieve statistical significance, the group is said to have "exceeded predicted gain" or to be "below predicted gain." Nonsignificant residual scores are classified as "achieved predicted gain." If fewer than 20 students from a grade took the standardized test, the level of significance cannot be accurately predicted.

Other measures of program success included in GENESYS include:

- Student achievement, as measured by performance on standardized achievement batteries and course grades;
- Attendance for the fall and spring semester;
- Discipline rates;
- Student retention rates; and,
- Dropout rates for students enrolled in middle/junior high and high school.

Results from the GENESYS analysis for 1992-93 DARE participants are shown in Figure 17. **As a whole, the DARE program did not seem to have any impact on students' scores on the ITBS/NAPT.** Given that the 5th-grade DARE takes away 17 weeks of the students' core curriculum, and the 7th-grade DARE replaces 10 weeks of its students' core curriculum, it is reassuring to see that students did not perform any worse than would have been expected without participation in the DARE program. **For the 1992-93 school year, *none* of the 176 DARE 7th-grade participants who were predicted to drop out of school actually dropped out.** In addition, 5th- and 7th-grade DARE students attended school more frequently than other elementary and middle/junior high school students. However, in comparison to all other AISD elementary and middle-school students, a higher percentage of DARE students were retained. DARE students were also referred for disciplinary incidences more often than they had been in the previous year and attended school less frequently than they had during 1991-92.

DFSC Cost

The DFSC cost per student served was $3.87 ($43,298/11,190).

From the DARE officer survey, the DFSC cost per student with a decreased likelihood of illegal alcohol use was $14.92 ($43,298/2,902).

From the DARE officer survey, the DFSC cost per student with a decreased likelihood of use of illegal drugs was $20.43 ($43,298/2,119).

From the DARE 5th and 7th grade student surveys, the DFSC cost per student reporting decreased likelihood of illegal alcohol use was $113.64 ($43,298/381).

From the DARE 5th and 7th grade student surveys, the DFSC cost per student reporting decreased likelihood of use of illegal drugs was $78.30 ($43,298/553)

FIGURE 17
ACADEMIC EFFECTIVENESS OF DARE, 1992-93

ITBS/NAPT	Reading	Mathematics	Language
Grade 5	=	=	=
7	=	=	=

TAAS	Grade 8
Percent passing writing	28% (N=18)
Percent passing reading	13% (N=16)
Percent passing mathematics	6% (N=16)
Percent passing the whole test	10% (N=20)

OTHER INDICATORS OF PROGRAM EFFECTIVENESS	Elementary	Middle/Junior High School
DROPOUTS		
Compared to District	n/a	+
Compared to predicted levels	n/a	+
RETENTION		
Compared to District	-	-

GRADES	Fall	Spring	Fall	Spring
Compared to District	n/a	n/a	-	-
Compared to themselves, 1991-92	n/a	n/a	-	-
ATTENDANCE				
Compared to District	+	+	+	+
Compared to themselves, 1991-92	-	-	-	-
DISCIPLINE				
Compared to District	-	-	+	-
Compared to themselves, 1991-92	-	-	-	-

+ Did better than the criterion
= Did as well as the criterion
- Did worse than the criterion
n/a Values were not calculated for the grade range

Innovative Programs

1992-93 initial allocation: $37,014; 1991-92 initial carry-over $0.00; Participants served: 932

- **Innovative Programs directed Drug-Free Schools monies to programs in 11 AISD schools during the 1992-93 school year.**
- **Though initially the secondary students participating in programs funded through Innovative Programs included a large number of at-risk students, these students had a much lower drop out rate than predicted and dropped out at a lower rate than other District students.**
- **Students from all grades who participated in Innovative Programs-funded activities were retained more often than other District students. Throughout 1992-93, the group of students who participated in these programs attended school less frequently than they had the previous year.**

Innovative Programs was a funding source which was implemented for the first time in AISD during the 1992-93 school year. According to the program director, the program was "a funding source set up to support schools at any level that participated in collaborative planning to devise an innovative project that was campus-specific and aimed at preventing drug abuse." Guidelines and applications for applying for funds up to $1000 were sent to schools through the Principal Information Packet (PIP). A small committee was set up to review applications and assign budgets. According to the program director, applications "were carefully reviewed to check compatibility with the goals of the Drug Free Schools and Community Grant. Also checked was that the planning process included staff members, parents, and collaboration with community organizations." Reportedly, some negotiations did occur after funds were awarded. Projects which were funded varied from setting up a parent lending library tied to inservice for specific parents to the Choice program, which was comprised of a full-day symposium plus back-up classroom activities for students.

Most of the students targeted through the programs were defined as being high-risk or as children in high-risk families. Program participants were generally selected by school counselors. Though 11 elementary schools had reportedly requested and received funding, only six submitted rosters of students served by Innovative Programs. In addition, one elementary school which was funded later in the year did submit its roster, as did the middle school and high school which received funding. In all, as of July 1, 932 students at nine schools were identified as having taken part in projects funded by Innovative Programs. Participating elementary schools were Allison, Brown, Dawson, Harris, Langford, Mathews, and Travis Heights. Covington Middle School and Anderson High School also received funding. Of the reported students served, 628 were elementary students, 54 were middle school students, and 250 were enrolled in high school.

The makeup of students who participated in Innovative Programs is presented in Figure 18.

FIGURE 18
CHARACTERISTICS OF STUDENTS PARTICIPATING IN PROGRAMS FUNDED BY *INNOVATIVE PROGRAMS*, 1992-93

Grade Level	Sex	Ethnicity	Low Income	Overage for Grade	LEP	Special Education	Gifted/ Talented	At-Risk
Elementary (N=628)	51% Male 49% Female	18% Black 60% Hispanic 22% Other	75%	25%	17%	13%	14%	63.4%
Middle/ Junior High (N=53)	60% Male 40% Female	9% Black 55% Hispanic 36% Other	53%	62%	2%	21%	11%	56.6%
Senior High (N=250)	63% Male 37% Female	20% Black 28% Hispanic 52% Other	33%	49%	5%	18%	12%	68.4%

Measures of Program Effects on Student Participants

Figure 19 presents the level of program success in each of the domains reported by GENESYS for students participating in an Innovative Programs-funded activity during the 1992-93 school year. As shown, secondary students who participated in a program funded by the Innovative Programs source dropped out of school much less frequently than predicted, given their at-risk status, and participants dropped out at a rate lower than other AISD secondary students. The gain achieved in lowering the dropout rate for secondary students is tempered, however, by decreased attendance rates and higher rates of retention for participants at all grade levels. Mixed results cast doubt upon the effectiveness of programs funded through Innovative Programs regarding student performance on the ITBS/NAPT achievement tests, grades, or discipline.

DFSC Cost

The DFSC cost per student served was $39.71 ($37,014/932).

FIGURE 19
ACADEMIC EFFECTIVENESS OF INNOVATIVE PROGRAMS, 1992-93

ITBS/NAPT		Reading	Mathematics	Language
Elementary:	*Grade 4*	=	=	=
	5	=	=	=
High School:	*9*	=	=	=
	10	=	=	=
	11	n/a	=	=

TAAS	Grade 4	Grade 8	Grade 10
Percent passing writing	84% (N=63)	37% (N=27)	64% (N=25)
Percent passing reading	58% (N=62)	35% (N=23)	46% (N=24)
Percent passing mathematics	59% (N=66)	24% (N=21)	38% (N=24)
Percent passing the whole test	48% (N=67)	18% (N=28)	26% (N=27)

OTHER INDICATORS OF PROGRAM EFFECTIVENESS	Elementary	Middle/Junior High School	High School
DROPOUTS			
Compared to District	n/a	+	+
Compared to predicted levels	n/a	+	+
RETENTION			
Compared to District	-	-	-

GRADES	Fall	Spring	Fall	Spring	Fall	Spring
Compared to District	n/a	n/a	-	-	-	-
Compared to themselves, 1991-92	n/a	n/a	+	+	-	-
ATTENDANCE						
Compared to District	+	=	-	-	-	-
Compared to themselves, 1991-92	-	-	-	-	-	-
DISCIPLINE						
Compared to District	-	+	+	+	-	-
Compared to themselves, 1991-92	-	+	+	-	-	-

\+ *Did better than the criterion*
= *Did as well as the criterion*
\- *Did worse than the criterion*
n/a *Values were not calculated for the grade range*

Peer Assistance and Leadership (PAL)
1992-93 initial allocation: $17,165; 1991-92 initial carry-over: $39,550; Students served: 1,044

- **This year's PALs spent a larger percentage of time (7%) directly addressing drug and/or alcohol abuse than in the past.**
- **Most PALee teachers (54%) reported that they had seen improvement in the PALee's self-concept, while nearly half (49%) reported improvement in the PALee's socialization skills. Approximately three in 10 of the teachers noted improvement in the PALee's academics (29%) and in PALee attendance on days when the PAL visited (29%).**
- **PALees had a lower dropout rate than predicted and a lower rate than AISD secondary students overall. Retention rates were lower for elementary PALees than other elementary students. The PAL intervention did not, however, have any significant positive impact on the PALees academic achievement, and in many cases, the PALees' academic progress was significantly lower than would be predicted for students with similar academic and social backgrounds.**
- **PALs are appropriate academic and social role models for PALees, with PALs excelling in academics and displaying exemplary responsibility through high rates of school attendance and low rates of disciplinary incidents.**

Recognized as one of President Bush's "thousand points of light" in May 1991, PAL is a peer-helping program offering course credit to selected eighth, eleventh, and twelfth graders who function as peer helpers ("PALs") to other students at their own schools as well as at feeder schools. The AISD PAL program served 1,044 students in grades EC-12 during 1992-93, compared to 1,233 students during the 1991-92 school year. The grant provided for a program consultant, who served as the District's program coordinator, and consultants to supply additional training, curriculum support, and student conferences.

Nine high schools and four middle/junior high schools offered the PAL class, and students (PALees) from five high schools, 12 middle/junior high schools, and 17 elementary schools were served by these PALs. A reported 259 students were registered in a PAL course in the District over the course of the 1992-93 school year. Figure 20 displays the characteristics of students serving as PALs while Figure 21 describes 1992-93 PALees.

FIGURE 20
DESCRIPTION OF PALs, 1992-93

Grade Level	Sex	Ethnicity	Low Income	Overage for Grade	LEP	Special Education	Gifted/ Talented	At-Risk
Middle/ Junior High (N=54)	41% Male 59% Female	22% Black 35% Hispanic 43% Other	31%	13%	2%	4%	67%	52%
Senior High (N=205)	38% Male 62% Female	22% Black 27% Hispanic 51% Other	14%	13%	0%	1%	67%	30%

FIGURE 21
DESCRIPTION OF PALees, 1992-93

Grade Level	Sex	Ethnicity	Low Income	Overage for Grade	LEP	Special Education	Gifted/ Talented	At-Risk
Elementary (N=374)	57% Male 43% Female	31% Black 25% Hispanic 45% Other	70%	25%	7%	30%	2%	58%
Middle/ Junior High (N=329)	49% Male 51% Female	32% Black 38% Hispanic 30% Other	63%	33%	4%	19%	26%	34%
Senior High (N=82)	40% Male 60% Female	30% Black 40% Hispanic 29% Other	48%	68%	2%	41%	6%	67%

PAL students received 20 hours of training per semester in addition to an initial 30 days of classroom training which takes place during the first six weeks. The training covered the specific topics of *self-awareness, group dynamics, communication skills, helping strategies, problem solving, decision-making skills, tutoring skills, knowledge of community resources, conflict resolution, and substance abuse prevention.* Substance abuse prevention information was presented by visiting community experts or through a selection of videotapes. Many sponsors also invited guest speakers to visit their PAL classes to address the subject. Students began meeting with their PALees after the first six weeks of training were completed. Middle school PALs met with their PALees for 20-25 minutes once each week, and high school PALs met with their PALees for 40-45 minutes once each week. Additional training and seminars continued on a weekly basis throughout the school year.

The Peer Assistance Network of Texas (PAN-Texas) sponsored two conferences during the year, one for middle school and one for high school PALs. Approximately one third of the AISD high school PALs (84, 32%) were trained as facilitators by PAN-Texas to host and facilitate small groups of 10 to 15 PAL students from around the State of Texas at both conferences.

Student Journals

As part of the course requirement, PAL students kept a journal and completed monthly reports on the students they served. The monthly reports provided ORE with each PALee's name and the area of service received such as *relations with teachers, peers, or family members, school attendance, self-concept, tutoring,* and *drug and/or alcohol abuse.* Based on the monthly reports, ORE created a database which tracked the records of services for each student. Based upon the records file, 8392 meetings took place between 259 AISD PALs and 785 PALees over the course of the 1992-93 school year, with the average PAL participating in 32 meetings and the average PALee participating in nearly 11 meetings throughout the year, with approximately three areas of service being addressed at each meeting. An additional 1,226 meetings were reported, but were missing important information about the session (such as including only the first name of the PAL or PALee) and were thus eliminated from the final database. Using the corrected database, each PAL met with approximately three different PALees during this past school year. Figure 22 reflects the number of PALs per school, the number of sessions PALs from each school met with their PALees, and how often they addressed the topic of drug and/or alcohol abuse. Figure 23 indicates the frequency of all areas of service addressed during PAL-PALee meetings.

FIGURE 22
PAL MEETINGS WITH PALEES, 1992-93

School	PALs	Sessions with PALees	Average sessions per PAL	Sessions addressing drug and/or alcohol abuse
High Schools				
Anderson	15	756	50	32%
Austin	21	380	18	29%
Bowie	25	539"	22	6%
Crockett	51*	940"	18	24%
Johnston	15	618	41	19%
Lanier	16	905	57	30%
LBJ	20	1,215	61	8%
McCallum	22	983	45	17%
Reagan	20	563	28	28%
Middle/Junior High Schools				
Covington	13	331"	25	9%
Fulmore	17	250"	15	30%
Kealing	14	621"	44	12%
O. Henry	10	291"	29	2%
AISD Total	259	8,392	32	19%

* Crockett had two classes of PALs throughout the 1992-93 school year.
" Some monthly reports are missing or were eliminated because of the use of outdated forms.

FIGURE 23
AREAS OF PEER HELPING PROVIDED BY PAL STUDENTS, 1992-93

Area of Service	Times addressed	Percentage of all topics addressed
Relations with Peers	3,647	16%
Self-Concept	3,475	15%
Relations with Family Members	3,129	13%
Relations with Teachers	2,628	11%
Social Adjustment	2,084	9%
Tutoring	2,008	9%
*Other**	1,945	8%
Drug and/or Alcohol Abuse (self and others)	1,610	7%
School Attendance	1,533	7%
Staying in School	1,197	5%
Total	23,256	100%

* The category "Other" included a wide range of subjects such as getting acquainted, dealing with personal crises, sex, gangs, fighting, manners, AIDS, and teen pregnancy.

It is noteworthy that while the percentage of all topics covered devoted to drug and/or alcohol abuse is still low (7%), it has increased more than threefold, from 2% reported for the 1991-92 school year. As noted in last year's Drug-Free Schools final report (ORE Publication Number 91.29), improvement in areas such as relationships with others and school success could potentially affect a student's susceptibility to substance use.

Teacher Opinion

To help assess behavior and attitudinal change in students served by the program, PALees' classroom teachers were asked to fill out feedback forms at the end of each semester. The forms invited open-ended comments regarding the program and included a rating box for the PALee's progress in four areas over the semester. Results from the assessment are presented in Figure 24.

FIGURE 24
TEACHER RATINGS OF PALEE PROGRESS, 1992-93

Area of Observation	Improved	Stayed the Same: Acceptable	Stayed the Same: Needs Improvement	Become Worse
Socialization (with teachers, peers) (N=237)	49%	32%	18%	1%
School Attendance on PAL days (N=232)	29%	67%	3%	0%
Academic Performance (N=236)	29%	41%	28%	1%
Self-Concept (N=235)	54%	26%	19%	1%

Many comments referred to the PALs as "positive role models," and many teachers remarked that the PALs provided a much-needed positive influence in the life of a particular PALee. Several teachers thanked the PALs for making their PALees feel special. Although one teacher stated that pulling a certain student out of class only resulted in his falling further behind, few comments of this sort were made. Figure 25 presents a sample of the comments made by PALees' teachers.

FIGURE 25
SAMPLE OF COMMENTS MADE BY PALEES' TEACHERS REGARDING THE PAL PROGRAM, 1992-93

"[The PALee] seemed to become more concerned about passing, and she seemed prouder when she did accomplish this goal."

"[The PALee's] attitude improved significantly. Once she put more effort into her studies, the success she experienced, probably for the first time, fueled her motivation. [Her PAL] has been a much needed role model and (a) positive influence in [the PALee's] life. I thank her."

"I think this is an important program and should be continued."

"Fantastic program. [The PALee] is very mature and really loved the one-on-one older peer friendship."

"I feel PAL is a very worthwhile program. [The PALee] looks forward so much for Tuesdays to be with [PAL]."

"...[the PALee's] grades have improved. She has a good relationship with her peers. (Her) academic performance has improved. She has maintained a good and positive attitude."

Alcohol and Other Drug Use

In an end-of-year survey, the program consultant estimated the percent of students served by PALs that he believes were likely to use alcohol illegally prior to participating in the PAL program as 75%. In contrast, the consultant predicted that, after participating in the PAL program, only 20% of the students served would be likely to use alcohol illegally. If the program consultant's estimations are accurate, 589 of the 785 PALees were at risk for illegal alcohol use prior to participating in PAL, while 157 PALees

remained at risk after PAL intervention. Thus, the PAL program would be responsible for decreasing the likelihood of illegal alcohol use for 432 PALees. **If the program led to this change alone, the cost of decreasing the likelihood of illegal alcohol use for each student would be $131.28.**

Similarly, the program consultant estimated the percent of PALees likely to use illegal drugs prior to and after program participation as **75%** and **10%**, respectively. Again, if the program consultant's estimations are accurate, 589 of the 785 PALees were at risk for illegal drug use prior to participating in PAL, while 79 remained at risk after PAL intervention. Consequently, the PAL program would have an estimated effect of decreasing the likelihood of illegal drug use for 510 PALees during the 1992-93 school year. **If the cost of the program led only to this decrease in at-riskness, the DFSC cost of decreasing the likelihood of use of illegal drugs would be $111.21 per student.**

Measures of Program Effects on Student Participants

The PAL program is primarily focused on aiding the PALees, though the PALs may also benefit from their interactions with the PALees. Because the program focus is on the PALees, GENESYS results are presented only for the PALees in Figure 26.

As shown in Figure 26, elementary students who were served by PALs were not retained as much as their fellow students, while secondary students tended not to drop out as much as other students, nor to the degree predicted for students with their at-risk characteristics. The PAL program did not have a positive effect on PALee's academic achievement when measured as either achievement gain on the ITBS/NAPT or as grades. In addition, PALees tended to miss school more often this year than they did last year, with their attendance also being lower than that of other AISD students. Discipline remained problematic for PALees in 1992-93, with a higher percentage of PALees referred for discipline problems than other AISD students. For the most part, PALees tended to have a higher rate of disciplinary referral than they had in 1991-92.

DFSC Cost

The overall DFSC cost per student participating in the program was $52.81 ($56,175/1,044).

From responses to the Drug-Free Schools staff questionnaire, the DFSC cost per student with a decreased likelihood of illegal alcohol use was $189.62 ($94,433/498).

From responses to the Drug-Free Schools staff questionnaire, the DFSC cost per student with a decreased likelihood of use of illegal drugs was $237.27 ($94,433/398).

FIGURE 26
ACADEMIC EFFECTIVENESS OF PAL PROGRAM FOR PALees, 1992-93

ITBS/NAPT		Reading	Mathematics	Language
Elementary:	*Grade 2*	=	-	n/a
	3	=	=	n/a
	4	-	-	=
	5	=	-	=
Middle/Junior High:	*Grade 6*	=	-	=
	7	=	=	=
	8	=	=	=

TAAS	Grade 4	Grade 8	Grade 10
Percent passing writing	61% (N=57)	44% (N=106)	33% (N=9)
Percent passing reading	42% (N=57)	35% (N=101)	0% (N=7)
Percent passing mathematics	38% (N=58)	18% (N=100)	30% (N=10)
Percent passing the whole test	27% (N=63)	15% (N=112)	10% (N=10)

OTHER INDICATORS OF PROGRAM EFFECTIVENESS	Elementary		Middle/Junior High School		High School	
DROPOUTS						
Compared to District	n/a		+		+	
Compared to predicted levels	n/a		+		+	
RETENTION						
Compared to District	+		-		-	
GRADES	**Fall**	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**
Compared to District	n/a	n/a	-	-	-	-
Compared to themselves, 1991-92	n/a	n/a	-	-	-	-
ATTENDANCE						
Compared to District	+	-	-	-	+	-
Compared to themselves, 1991-92	+	-	-	-	-	-
DISCIPLINE						
Compared to District	-	-	-	-	-	-
Compared to themselves, 1991-92	=	-	-	-	-	-

+ Did better than the criterion
= Did as well as the criterion
- Did worse than the criterion
n/a Values were not calculated for the grade range

Note: When indicating program success measured by grade gain on the ITBS or NAPT, a + or - indicates that the gain or loss is significantly higher or lower than was predicted.

Plays For Living

1992-93 initial allocation: $6,000; 1991-92 initial carry-over: $0; Students served: 4,472

- **Most of the staff (88%) responding to a survey after watching one of the plays responded that they believed the play was effective or very effective in addressing basic education around drugs and alcohol.**
- **All of the staff respondents believed the plays' language was appropriate or very appropriate for the age of the audience.**
- **Most respondents (88%) thought the discussion led by a trained agency facilitator was helpful or very helpful.**
- **Over three fourths (77%) of the respondents believed that the play was beneficial or very beneficial in encouraging students to discuss personal or family problems related to drugs or alcohol.**

In years past, AISD's Office of Student Intervention Services (OSIS) was in charge of contracting with the Child & Family Services, Inc. to present two plays with a "no use" message, *Kids Talk* and *A Requiem of Abuse* for all campuses. This year, however, District campuses were charged with the responsibility to schedule a play at their school. Fewer plays were scheduled this year, serving fewer students than in the past. Different plays (*Three for Three* and *Inside My Journal*) were presented this year. Plays were presented at 25 schools to 4,472 students this year, as compared with 36 schools and 5,560 students in 1991-92.

As in 1991-92, Child & Family Services, Inc. administered evaluation forms to 26 AISD staff and shared its results with ORE. The results from this year's survey were similar to results from 1991-92 (see Figure 27).

FIGURE 27
AISD PLAYS FOR LIVING QUESTIONNAIRE RESULTS, 1992-93 COMPARED WITH 1991-92

Staff who identified that: (N = 26)	1992-93 Responses	1991-92 Responses
Plays for Living was effective or very effective in addressing basic education about drugs and alcohol.	88%	92%
The play's language was appropriate or very appropriate for the age of the audience.	100%	92%
The discussion led by a trained agency facilitator was helpful or very helpful.	88%	64%
The play was beneficial or very beneficial in encouraging students to discuss personal or family problems related to drugs or alcohol.	77%	81%

Teachers and counselors reported that what they most liked about the program was the superb acting, combination of real life situations with good drama techniques, and the ease with which students identified with the young actors. Suggestions for the future included:

- Lengthening one of the plays;
- Developing an ending that includes finding solutions; and,
- Actors participating in the discussion groups following the play.

The program coordinator estimated that the percentage of students who were likely to use alcohol illegally and the percentage of students participating who were likely to use illegal drugs prior to program participation as 30% and 24% respectively. The program coordinator believed that after students had participated in Plays for Living, the percentage of students served who would be likely to use alcohol illegally and/or the percentage of participants who would be likely to use illegal drugs would be decreased to 20% and 15%, respectively. By subtracting the percentage of students estimated to be at risk of using each of these substances from the percentage now estimated to be at risk, the percentage of participants saved by the program can be estimated. If these estimates are correct, **Plays for Living would be responsible for decreasing the likelihood of using alcohol illegally for 447 participants** ((30%-20%)*4,472), **and would decrease the likelihood of using illegal drugs for 402 participants** ((24%-15%)*4,472).

Measure of Program Effects on Student Participants

Because no student rosters were submitted to ORE, no GENESYS analysis could be performed. Thus, no conclusion can be made concerning the effect of Plays for Living on participants' academic progress.

DFSC Cost

The DFSC cost per student served was $1.34 ($6,000/4,472)

From the Plays for Living **coordinator** survey, the DFSC cost per student with a decreased likelihood of illegal alcohol use was **$13.42** ($6,000/2,902).

From the Plays for Living **coordinator** survey, the DFSC cost per student with a decreased likelihood of use of illegal drugs was **$14.93** ($6,000/2,119).

Private Schools

1992-93 initial allocation: $18,142; 1991-92 initial carry-over: $962; Students served: 2,070

- **Twelve private schools received Drug-Free Schools monies during the 1992-93 school year. Four of the funded schools had chosen not to participate during the 1991-92 school year, while two schools that were funded in 1991-92 did not request funding during the current school year.**

By law, private schools within the District's boundaries are offered the opportunity to receive Drug-Free Schools funds for the development or expansion of comprehensive, prekindergarten through grade 12, age-appropriate programs related to the abuse of controlled, illegal, addictive, or harmful substances. Funds may be used for *acquisition or implementation of programs*, *staff development*, *consultants*, *materials*, *supplies*, *equipment*, and *registration fees for workshops or training*. Expenditures must be supplemental, necessary, reasonable, and consistent with the purpose of the Drug-Free Schools Act of 1986 as amended by subsequent legislation.

During the 1992-93 school year, nine private schools elected to use Drug-Free Schools monies to supplement their curriculum. Three private schools did not spend their funds. Their enrollments and allocations are listed in Figure 28.

FIGURE 28
PRIVATE SCHOOLS RECEIVING
DRUG-FREE SCHOOLS FUNDS, 1992-93

Private school	Grade span	Enrollment	Initial 1992-93 allocation
Great Hills Christian	K-12	300	$1,958
Hope Lutheran School	PK-6	92	$601
Kirby Hall	K-12	145	$947
Redeemer Lutheran School	PK-6	287	$1,874
Sacred Heart Catholic School	PK-6	200	$1,306
St. Austin's	K-8	240	$1,567
St. Ignacius Catholic School	PK-8	250	$1,632
St. Louis Catholic School	PK-8	438	$2,859
St. Mary's Cathedral School	PK-8	225	$1,469
St. Michael's Academy	9-12	230	$1,501
St. Paul Lutheran School	PK-8	210	$1,371
St. Theresa's	PK-6	162	$1,058
TOTAL	**PK-12**	**2,779**	**$18,143**

The DFSC cost per private school student served was $6.53 ($18,143/2,779).

Student Alcohol and Drug Abuse Education and Prevention Program

1992-93 initial allocation: $0; 1991-92 initial carry-over: $94,433; Participants served: 2,488

- **Participation in SADAEPP significantly decreased students' self-reported likelihood of using illegal drugs and/or using alcohol illegally.**
- **Teachers estimated that a significantly lower percentage of students who participated in SADAEPP were now likely to use illegal drugs and/or use alcohol illegally.**
- **Virtually all teachers reported that SADAEPP was a good use of their own time (98%), the students' time (99%), and of District resources (98%).**
- **Overall, SADAEPP appears to have had limited benefit to students on any of the academic criteria measured.**

The Student Alcohol and Drug Abuse Education and Prevention Program (SADAEPP), developed and implemented by AISD's Office of School-Community Services, has expanded from one-time workshops benefitting groups of 50 students in 1990-91 to a comprehensive five-phase program targeting all secondary schools and fifth graders from 11 elementary schools. School-Community Services staff believed that the major drawback of the former program (Secondary Student Leadership Development Program) was that each student received only a one-time experience, limiting any long-term effect. The revised program sought to have a greater impact on those students served through numerous workshops. SADAEPP provides a strong "no-use" alcohol and illegal drug message strengthened by student engagement in self-esteem and leadership building activities which are intended to help them resist influences to use illicit substances. The experiential education activities in which students engage are designed to develop such skills as team building, trust, communication, decision making, problem solving, and negative peer pressure resistance. The grant provided 75% of the salary for the project facilitator and two program assistants, substitutes to allow participation by teachers, facility rental, and transportation costs.

Four types of populations participated in SADAEPP throughout the 1992-93 school year: elementary, secondary, faculty, and special populations. The elementary student population was comprised of all fifth-grade students from 11 elementary schools. Schools were selected for participation by their assistant superintendent. Secondary students included 40 students from each of 24 secondary schools, chosen by school personnel, usually counselors. The personnel were asked to choose a mix of students, based on achievement, who they believed would most benefit from the retreat. An effort was made this year to try to include "middle-of-the road" students who might not be receiving any other special services from their school. All of the faculty from three middle schools participated in the program, while one other retreat was held with faculty from several schools participating. Lastly, 21 special population workshops were held, with 733 students, teachers, and parents from 12 schools attending. Special population workshops were planned based upon requests solicited from all secondary schools. In all, 2,488 participants were reported as being served by SADAEPP at a rate of approximately 40 per school day (see Figure 29). Characteristics of students participating in the program are shown in Figure 30.

FIGURE 29
SCHOOLS PARTICIPATING IN SADAEPP, 1992-93

School	Grade(s) participating	Number of students
Blanton Elementary	5	70*
Dawson Elementary	5	73
Houston Elementary	5	81
Jordan Elementary	5	62
Langford Elementary	5	77
Linder Elementary	5	98
Maplewood Elementary	5	70*
Oak Springs Elementary	5	55
Rice Elementary	5	39
Walnut Creek Elementary	5	84
Wooldridge Elementary	5	70*
Bedichek Middle School	6-8	40
Burnet Middle School	6-8	39
Covington Middle School	6-8	40
Dobie Middle School	6,7	40
Fulmore Middle School	6-8	40
Lamar Middle School	6	38
Martin Middle School	7,8	40
Mendez Middle School	6-8	40
Murchison Middle School	6-8	80
O. Henry Middle School	6-8	39
Pearce Middle School	6-8	40
Porter Middle School	6-8	40*
Webb Middle School	6-8	36
Anderson High School	9-12	40
Austin High School	9,10	40
Bowie High School	9,10	37
Crockett High School	9-12	40*
Johnston High School	9-12	40
LBJ High School	9-12	39
Lanier High School	9-12	40*
McCallum High School	9-12	48
Reagan High School	9-12	43
Robbins Secondary School	9-12	17
Travis High School	9-12	40*
Special populations (school staff, parents, and students)	5-12	733
TOTAL		2,488

* Estimated, the school did not submit a student roster

FIGURE 30
DESCRIPTION OF STUDENTS PARTICIPATING IN SADAEPP, 1992-93

Grade Level	Sex	Ethnicity	Low Income	Overage for Grade	LEP	Special Education	Gifted/ Talented	At-Risk
Elementary (N=656)	48% Male 52% Female	27% Black 45% Hispanic 28% Other	77%	28%	12%	13%	11%	63%
Middle/ Junior High (N=461)	51% Male 49% Female	26% Black 44% Hispanic 30% Other	57%	33%	2%	9%	29%	32%
Senior High (N=284)	54% Male 46% Female	32% Black 26% Hispanic 41% Other	27%	36%	2%	5%	30%	56%

Program Implementation

The program for secondary students consisted of five phases. During Phase I, teachers were trained in strategies for facilitating small group activities and processing group learning. Phase II entailed student orientation, where students were introduced to program activities by staff and teacher facilitators. The next phase, Phase III, involved a day-long retreat at the Sunshine Camp in Zilker Park, where students and teacher facilitators participated in Reality Oriented Physical Experience Session (ROPES) activities, which involved experiential educational activities designed to develop leadership skills, trust, communication, collective problem-solving, and negative peer pressure resistance. If weather did not permit outdoor retreats, the ROPES activities were held in the Toney Burger Center. The fourth phase was conducted by the students' teachers and was integral in linking students' ROPES experience with personally relevant life experiences through brainstorming and role playing techniques involving charades and group presentations. Some of the suggested topics for the role playing and presentations included:

- Your boyfriend/girlfriend is pressuring you to have sex;
- Gang members are intimidating you and your friends and trying to get you to join the gang;
- Someone is selling drugs at school or in the neighborhood and trying to get you to try using drugs;
- There is a group of people at school who think that the only way to have fun is to smoke, drink, and/or use drugs; and,
- One of your friends is skipping school a lot, failing, and wants to drop out.

Teacher-facilitators were allowed to modify presentation topics as needed to help students with their presentations. **In Phase IV, more than in any other, the no-use drug message was promoted.** However, **not all schools conducted Phase IV**. Some of the schools which skipped Phase IV did go on to participate in Phase V. The final phase, Phase V, involved a second full-day retreat during which the students once again participated in ROPES activities. This phase allowed students to continue developing and practice using their decision-making, communication and problem-solving skills. Elementary workshops included the first four phases of the program, eliminating the second ROPES activity. Special population retreats and teacher workshops lasted only one day and involved only Phase III, the first ROPES activity.

Staff Opinion

A total of 121 school staff from nine elementary, 13 middle/junior high schools, and 11 high schools completed an ORE survey regarding the SADAEPP workshops.

The vast majority of staff surveyed ***agreed*** or ***strongly agreed*** that:

- They have seen a positive behavior change in students participating in the workshops (88%);
- Students have demonstrated increased self-confidence since participating in the workshops (87%);
- Students gained knowledge of their "leadership potential" through the workshops (93%);
- Students are better able to make responsible choices as a result of the workshops (83%);
- Students' interactions with teachers have been more positive since participating in the workshops (80%);
- The teacher orientation (Phase II) was beneficial to them in their role as facilitator, and the follow-up sessions were effective in reinforcing the workshops (88%); and,
- The fourth phase of the program, involving the linking of the ROPES experience to personally relevant life issues, was effective in reinforcing the workshops (74%).

Almost all of the teachers agreed or strongly agreed that the workshop was a good use of their time (98%), the students' time (99%), and of District resources (98%). Of the 49 teachers who chose to write additional comments about the program, 34 of the comments were clearly positive (69%), nine were either neutral or mentioned good and bad aspects of the program (18%), while only six of the comments could be construed as negative (12%). Some of the typical comments from staff are presented in Figure 31. The majority of the negative comments came from campuses where Phase IV was not conducted.

FIGURE 31
SAMPLE OF COMMENTS MADE BY AISD STAFF REGARDING THE SADAEPP PROGRAM, 1992-93

"Fantastic! Could the whole 9th grade come next year? This is the best work they've done."

"Listening skills were greatly enhanced as well as teamwork and cooperation. I feel that students really did learn from this experience."

"Very positive experience for high school students. Great way to teach and reinforce drug and alcohol education—focusing on leadership skills and self confidence has enhanced these students' lives."

"There is little that I can say positively about this district. It has a lot of problems. This program is one glitter of hope. Keep up the good work."

Nearly two thirds (63%) of the teachers agreed or strongly agreed that students learned about the dangers of drug and alcohol use at the workshops. On the average, teachers estimated that 54% of the students chosen to participate in SADAEPP were likely to use alcohol illegally, while 42% of the students were believed to be likely to use illegal drugs. Teachers anticipated that, after having participated in

SADAEPP, the percentage of students likely to use alcohol illegally had dropped to 34%, while the percentage of students likely to use illegal drugs decreased to 26%. The decreases in percentages of students whom they believe are likely to use either alcohol illegally and/or illegal drugs are statistically significant (see Figure 32). **Within the context of the 2,488 students served by SADAEPP, the percentages would translate to a decrease of 498 students who were likely to use alcohol illegally and 398 students who were likely to use illegal drugs.**

FIGURE 32
ESTIMATED DECREASE IN ALCOHOL AND OTHER DRUG USE ATTRIBUTED TO PARTICIPATION IN SADAEPP, 1992-93 SADAEPP TEACHER SURVEY

Item	Response
Prior to the SADAEPP workshop, what percent of students do you believe were likely to use alcohol illegally?	54%
Now that students have had the opportunity to learn the skills taught at this workshop, what percent of students do you believe are now likely to use alcohol illegally?	34%
Change in percentage points from before SADAEPP to after SADAEPP for illegal use of alcohol.	-20% ($t=10.6$, $p<.0001$)
Prior to this workshop, what percent of students do you believe were likely to use illegal drugs?	42%
Now that students have had the opportunity to learn the skills taught at this workshop, what percent of students do you believe are now likely to use illegal drugs?	26%
Change in percentage points from before SADAEPP to after SADAEPP for illegal drugs.	-16% ($t=8.9$, $p<.0001$)

Student Opinion

During the 1992-93 school year, 1,153 of the 1,755 regular population students completed an anonymous survey at the completion of the SADAEPP workshops. Most of the students surveyed ***agreed*** or ***strongly agreed*** that:

- The workshop helped them feel more self-confident (76%).
- They are better able to make decisions because of this workshop (63%).
- The workshop helped them see themselves as a leader (69%).
- They are better able to make responsible choices because of the workshop (70%).

Nearly six in 10 (59%) of the students responding to the survey reported that they had learned about the risks of illegal alcohol and other drug use during this workshop. Students also were asked behaviorally

oriented questions about how likely they were to use alcohol illegally and use illegal drugs. Out of the 1,131 students who chose to answer the questions related to future illegal alcohol use, 279 students (25%) indicated that prior to their participation in the workshop, they were likely to engage in illegal drinking. Of these self-reported potential users, **73 (26%) reported that they no longer thought they would use alcohol illegally, while another 77 (28%) reported that they were not sure whether they would use alcohol illegally now or not**. The average decrease in self-reported belief concerning illegal use of alcohol in the future after having participated in SADAEPP was statistically significant (see Figure 33).

Similarly, the average decrease in self-reported likelihood of using drugs after having participated in SADAEPP was statistically significant (see Figure 33). Of 1,134 students who answered the questions related to anticipated future use of illegal drugs, 141 (12%) students reported that prior to participating in the workshop, they thought they were likely to use illegal drugs at some future date. Of the 141 potential users, **53 (38%) reported that they now no longer thought they would use illegal drugs, while an additional 39 (28%) students reported that they were no longer certain whether or not they would use them**. *Generalized to the 2,488 students who participated in SADAEPP, judging from the percent of self-reported future use, approximately 330 students who believed that they would have used alcohol illegally no longer believe that they will drink illegally, while another 172 potential users of illegal drugs were no longer certain that they would engage in illegal drug use.*

FIGURE 33
ESTIMATED DECREASE IN ALCOHOL AND OTHER DRUG USE ATTRIBUTED TO PARTICIPATION IN SADAEPP, 1992-93 SADAEPP STUDENT SURVEY

Item	Average Response (1= Definitely Yes; 5=Definitely No)
Before you participated in the SADAEPP workshop, did you think you would ever drink illegally?	3.58
Since you've participated in the SADAEPP workshop, do you think you will ever drink illegally?	3.85
Average shift in response from before SADAEPP to after SADAEPP for the likelihood of illegally using alcohol	**+0.27 (t=8.3, p<.0001)**
Prior to this workshop, what percent of students do you believe were likely to use illegal drugs?	4.05
Now that students have had the opportunity to learn the skills taught at this workshop, what percent of students do you believe are now likely to use illegal drugs?	4.22
Average shift in response from before SADAEPP to after SADAEPP for the likelihood of using illegal drugs	**+0.17 (t=6.3, p<.0001)**

Measure of Program Effects on Student Participants

The database created containing IDs of the students participating in SADAEPP was analyzed using GENESYS. The results are shown in Figure 34. **Overall, SADAEPP appears to have had limited benefit to students on any of the academic criteria measured.** Middle/junior high students who participated in SADAEPP dropped out less often than predicted and less often than other middle/junior high students. The rate of elementary participants who were retained was lower than that of other elementary students. In spite of a lower dropout rate, middle/junior high SADAEPP participants had lower grades, lower attendance, and a higher disciplinary rate in 1992-93 than other middle/junior high students and show a decline from their own performance from the 1991-92 school year. Senior high students participating in SADAEPP had no indicators suggesting academic gain. To the contrary, students in grade nine scored significantly lower than expected on the NAPT. The high school participants dropped out of school at a rate of 10.6%, as compared with other District senior high students, who dropped out at a rate of 8.9%. The participants' rate of dropping out of school exceeded their predicted rate by .5%.

The results from the academic indicators may be interpreted several ways. While it is possible that the SADAEPP program may have had a negative effect on students' academic success, it seems more likely that the SADAEPP staff have identified a new set of students who may be at higher risk for academic failure: the middle-of-the road student who might not had the opportunity to participate in many of the remedial or support programs offered to others who fit the more traditional mold for being at-risk. The program survey data suggest that both students and staff thought that the program was valuable and, **when Phase IV is included,** helps students develop refusal strategies for alcohol and other drugs. Further assessment is needed, with all students participating in all phases of the program, in order to determine the academic value of the SADAEPP program.

DFSC Cost

The DFSC cost per student served was $37.96 ($94,433/2,488).

From the SADAEPP **teacher/staff** survey, the DFSC cost per student with a decreased likelihood of illegal alcohol use was $189.62 ($94,433/498).

From the SADAEPP **teacher/staff** survey, the DFSC cost per student with a decreased likelihood of use of illegal drugs was $237.27 ($94,433/398).

From the SADAEPP **student** survey, the DFSC cost per student with a decreased likelihood of illegal alcohol use was $286.16 ($94,433/330).

From the SADAEPP **student** survey, the DFSC cost per student with a decreased likelihood of use of illegal drugs was $549.03 ($94,433/172).

For further information about the program refer to: Chapter 2 Formula: 1992-93 Final Report (ORE Publication Number 92.09).

FIGURE 34
ACADEMIC EFFECTIVENESS OF SADAEPP, 1992-93

ITBS/NAPT		Reading	Mathematics	Language
Elementary:	*Grade 5*	=	=	=
Middle/Junior high:	*Grade 6*	=	=	=
	7	=	=	-
	8	=	=	=
Senior high school:	*Grade 9*	=	=	-
	11	=	=	=

TAAS	Grade 8	Grade 10
Percent passing writing	61% (N=94)	80% (N=25)
Percent passing reading	55% (N=88)	77% (N=26)
Percent passing mathematics	34% (N=89)	42% (N=26)
Percent passing the whole test	32% (N=97)	38% (N=26)

OTHER INDICATORS OF PROGRAM EFFECTIVENESS	Elementary		Middle/Junior High School		High School	
DROPOUTS						
Compared to District	n/a		+		-	
Compared to predicted levels	n/a		+		-	
RETENTION						
Compared to District	+		-		-	
GRADES	Fall	Spring	Fall	Spring	Fall	Spring
Compared to District	n/a	n/a	-	-	-	-
Compared to themselves, 1991-92	n/a	n/a	-	-	-	-
ATTENDANCE						
Compared to District	+	-	-	-	-	-
Compared to themselves, 1991-92	+	-	-	-	-	-
DISCIPLINE						
Compared to District	-	-	-	-	-	-
Compared to themselves, 1991-92	-	-	-	-	=	-

\+ *Did better than the criterion*
= *Did as well as the criterion*
\- *Did worse than the criterion*
n/a Values were not calculated for the grade range

Note: When indicating program success measured by grade gain the ITBS or NAPT, a + or - indicates that the gain or loss is significantly higher or lower than was predicted.

Parent Programs

MegaSkills
1992-93 initial allocation: $21,798; 1991-92 initial carry-over: $0; Parents participating: 1,643

- **MegaSkills volunteers were recognized as the 957th "Point of Light" in President Bush's "Thousand Points of Light" awards program, acknowledging community service and exemplary leadership.**
- **The second-grade and third-grade children of MegaSkills participants scored significantly higher than predicted on some achievement tests administered by the District during the 1992-93 school year.**
- **Children of MegaSkills participants were retained less often than other students across the District and had fewer discipline referrals than other students.**
- **Record keeping and reporting continued to be weaknesses of the MegaSkills program, hampering evaluation of the program's effectiveness.**

The MegaSkills program was developed by Dr. Dorothy Rich, founder and president of the Home and School Institute, a nonprofit educational institution in Washington, D.C. MegaSkills consists of a series of five to eight parenting workshops that focus on skills which students need to succeed in school. These skills include the following:

- Confidence;
- Motivation;
- Effort;
- Responsibility;
- Initiative;
- Perseverance;
- Caring;
- Teamwork;
- Common sense; and,
- Problem solving.

Each workshop includes information sharing, large and small group discussions, and demonstrations or hands-on activities (called "recipes") which can then be reproduced at home with children. The recipes emphasized developing the students' refusal skills which may help them abstain from using illegal drugs and alcohol.

This was the third year in which MegaSkills has received Drug-Free Schools funding. Throughout the course of its history, MegaSkills has had problems with record keeping and workshop evaluation. Despite reported staff efforts, parent rosters are often incomplete, if reported at all. As long as record keeping remains inadequate, the evaluation of the MegaSkills program, especially as it pertains to effects on student academic outcomes, will remain compromised.

Parent Training

AISD teachers and staff who volunteered to become MegaSkills leaders led the parenting workshops. Each MegaSkills leader received 12 hours of training during the school year from AISD personnel who have been certified by the Home and School Institute. According to program records, a total of 145 MegaSkills trainers led the workshops during the 1992-93 school year at 41 elementary schools and four middle/junior high schools (see Figure 35).

Each school was required to offer a minimum of five workshops throughout the 1992-93 school year. The participating schools offered between five and 16 workshops. Program records showed that the number of parent attendees ranged from zero to 40 per workshop. From the evaluation surveys received, 1,643 parents are known to have participated in the MegaSkills workshops during 1992-93.

Parent Opinion

At each workshop, parents were supposed to be asked to complete a sign-in sheet and an ORE participant feedback form. The sign-in sheet was to function as an attendance record and a student roster. Because the workshop leaders did not insist that the forms be filled out, the attendance record was not accurate. The best estimate of how many parents participated is from the ORE participant feedback forms, which 1,643 parents from more than 30 different schools completed. Unfortunately, some outdated feedback forms were used. In total, 1,508 parents completed the 1992-93 MegaSkills Participant Feedback Sheet (10 items, Spanish and English), 118 parents completed a 1991-92 version of the feedback sheet (14 items, Spanish and English), and 17 parents completed an abbreviated version of the 1992-93 feedback sheet (five items, English only). There was some overlap of questions from the multiple forms. From the returned surveys:

- Nearly all parents (96%) would recommend MegaSkills workshops to others (N = 1,595);
- Nearly all parents (96%) agreed that the content of the workshop was relevant (N=1,492);
- Almost all parents (95%) said that the workshops have helped them work with their child or children (N=1,480); and,
- Most parents (88%) said they gained new information during the workshop (N = 1,613).

Results from the 118 parents who filled out the 1991-92 version of the feedback sheet indicate that:

- Over three fourths (81%) agreed that the workshops helped them increase their understanding of their role in their children's education (N = 114);
- A majority (53%) agreed that the workshop lessons helped them understand the skills and behaviors that their children need in school (N = 116); and,
- Over half (58%) agreed that the workshop lessons helped improve communication between them and their children (N = 114).

FIGURE 35
MEGASKILLS TRAINERS, 1992-93

School	Number of Trainers
Elementary Schools	
Allan	3
Andrews	4
Barrington	3
Becker	2
Blackshear	4
Blanton	4
Brentwood	3
Brooke	3
Campbell	1
Casis	4
Cook	4
Cunningham	3
Davis	3
Dawson	8
Doss	5
Govalle	1
Harris	1
Highland Park	4
Hill	3
Houston	2
Jordan	2
Joslin	1
Kiker	4
Lee	4
Linder	2

School	Number of Trainers
Elementary Schools (Cont.)	
Linder	2
Maplewood	5
Mathews	3
Metz	4
Norman	3
Odom	2
Pecan Springs	1
Pillow	1
Pleasant Hill	7
Ridgetop	1
St. Elmo	4
Sanchez	7
Sims	1
Walnut Creek	3
Williams	4
Winn	3
Wooldridge	7
Wooten	1
Zilker	4
Middle/Junior High Schools	
Covington	1
Martin	1
Pearce	3
Porter	1
TOTAL	145

Parents' views were split in these areas:

- About one third (34%) reported that since attending the workshops, they have increased their involvement at their children's schools (N=115);
- Approximately one fourth (26%) agreed that the lessons helped them teach their children about the dangers of drugs and alcohol (N=112);
- More than one fifth (21%) reported that the recipes had a positive impact on their children's attendance in school (N=112); and,
- One fifth (20%) said their children's grades have improved since using these recipes (N=113).

In sum, parents appeared to enjoy MegaSkills workshops and to gather new and relevant information from them, but most did not learn lessons which they believe will help them teach their children about the dangers of drugs and alcohol.

Children of MegaSkills Participants

From the attendance rosters which were completed and turned in to ORE, 643 children of MegaSkills participants were identified as District students. Of the students identified, 557 were enrolled in elementary grades during the 1992-93 school year, 63 were middle/junior high school students, and the remaining 23 attended high school. Academic and demographic characteristics of these students are presented in Figure 36.

FIGURE 36
DESCRIPTION OF CHILDREN OF MEGASKILLS PARTICIPANTS, 1992-93

Grade Level	Sex	Ethnicity	Low Income	Overage for Grade	LEP	Special Education	Gifted/ Talented	At-Risk
Elementary (N=557)	55% Male 45% Female	21% Black 35% Hispanic 44% Other	55%	10%	14%	9%	7%	31%
Middle/ Junior High (N=63)	48% Male 52% Female	29% Black 48% Hispanic 24% Other	68%	25%	8%	10%	27%	30%
Senior High (N=23)	52% Male 48% Female	35% Black 35% Hispanic 30% Other	48%	30%	4%	22%	17%	48%

Measures of Program Effect on Children of Participants

GENESYS was used to examined achievement, attendance, discipline, and retention data for the group of students in the ORE database. Figure 37 presents the measures used in GENESYS to assess program effectiveness.

Though students of MegaSkills participants attended school less frequently in 1992-93 than they had in 1991-92, the elementary and high school students still attended as often or nearly as often as their peers. At all levels of schooling, the students of program participants were retained less often than other AISD students. Because of the minimal number of secondary students, no meaningful data were available for achievement on the NAPT/ITBS for students enrolled in grades 6-12.

As a group, second-grade students of MegaSkills participants scored significantly higher than would be predicted for students of their academic and social backgrounds on the mathematics subtest of the ITBS. Also, as a group, the third-grade children of MegaSkills participants scored significantly higher than predicted on the reading portion of the NAPT. Also as a group, elementary students of program participants had fewer discipline referrals than other elementary students. Whether the program was responsible for this change is debatable, as these students had equally few referrals during the previous school year.

FIGURE 37
ACADEMIC EFFECTIVENESS OF MEGASKILLS, 1992-93

ITBS/NAPT	Reading	Mathematics	Language
Grade 2	=	+	n/a
3	+	=	n/a
4	=	=	=
5	=	=	=

TAAS	Grade 4	Grade 8	Grade 10
Percent passing writing	84% (N=55)	67% (N=6)	33% (N=6)
Percent passing reading	67% (N=52)	57% (N=7)	17% (N=6)
Percent passing mathematics	70% (N=53)	57% (N=7)	0% (N=6)
Percent passing the whole test	59% (N=56)	38% (N=8)	0% (N=6)

OTHER INDICATORS OF PROGRAM EFFECTIVENESS	Elementary	Middle/Junior High School	High School
DROPOUTS			
Compared to District	n/a	-	+
Compared to predicted levels	n/a	-	+
RETENTION			
Compared to District	+	+	+

GRADES	Fall	Spring	Fall	Spring	Fall	Spring
Compared to District	n/a	n/a	+	-	+	+
Compared to themselves, 1991-92	n/a	n/a	+	-	+	+
ATTENDANCE						
Compared to District	-	+	-	-	+	+
Compared to themselves, 1991-92	-	-	-	-	-	-
DISCIPLINE						
Compared to District	+	+	+	+	+	-
Compared to themselves, 1991-92	=	=	-	-	-	-

\+ *Did better than the criterion*
= *Did as well as the criterion*
\- *Did worse than the criterion*
n/a *Values were not calculated for the grade range*

Note: When indicating program success measured by grade gain on the ITBS or NAPT, a + or - indicates that the gain or loss is significantly higher or lower than was predicted.

The group of middle/junior high school students of MegaSkills participants had a higher dropout rate than other AISD students in those grades and higher than would have been predicted given their at-risk characteristics. These middle/junior high school students also had more discipline referrals than they had in the previous year, though fewer than the District average.

Analyses of the small group of high school students whose parents attended one or more MegaSkills workshops indicated none of the students dropped out of school during the 1992-93 year. This was significant, as at least two of the students from this group had been predicted to drop out, given their academic and social history. In this same group, grades improved over the previous year, with the group average being higher than the District high school average. These students did have more disciplinary referrals than they had tallied the previous year, and they had a far higher discipline rate during the spring semester than the District average for other high school students.

Alcohol and Other Drug Use

The program coordinator estimated the percent of students who had a parent or both parents who attended at least one MegaSkills workshop that she believes were likely to use alcohol illegally and the percent likely to use illegal drugs prior to their parents participating in MegaSkills as 90% and 50%, respectively. The program coordinator declined to give the same estimates for students now that their parents had participated in MegaSkills, instead citing that she hopes that fewer will, as the point of the program is to improve in-family and family-school communication systems which should help students be able to refrain from alcohol and illegal drug consumption when they reach an age when they are offered to them. She said, however, that as most of the students are still quite young and because there is no direct contact with them, there is no way of predicting the actual percent of students who would later on refrain from illegal alcohol and drug use.

Special Recognition

MegaSkills volunteers were recognized as the 957th "Point of Light" in President Bush's "Thousand Points of Light" awards program, acknowledging community service and exemplary leadership.

DFSC Cost

The DFSC cost per parent trained was $13.27 (21,798/1,643).

The DFSC cost per child of a parent who was trained was $33.90 (21,798/643).

Curriculum and Staff Development

All Well Health Services
1992-93 initial allocation: $3,000; 1991-92 carry-over: $0; Faculty served: 10

- **The 6th annual All Well '93 Health Promotion conference/retreat took place at the end of the 1992-93 school year. Ten AISD faculty members attended. Conference feedback forms have not yet been received.**
- **Three AISD elementary schools—Boone, Zavala, and Harris—received awards for excellence in Texas school health from the Texas Department of Health with assistance from the Texas Health Foundation.**

As in 1991-92, Drug-Free Schools monies enabled 10 AISD faculty members to attend the 1993 Texas All Well Health Promotion conference/retreat, held at Southwest Texas State University in San Marcos, Texas from June 7-11, 1993. The funding paid for conference registration, housing, and meals. In the past, AISD has sent teams of faculty from Govalle, Webb, Cook, Williams, and Austin High. Prior participants have reported that this conference/retreat was a valuable experiential learning program where they learned how to improve the health of school staff and about health-related programming for students.

The conference goal was to promote positive lifestyles among educators who can then effectively serve as role models to facilitate health and well-being within the school environment. Sessions which directly addressed alcohol and other drug use included *No to Drugs, Yes to Juggling*, *Tobacco-Free Schools*, *Education for Self Responsibility: Curriculum Guides for Healthy Life Styles*, *Tobacco Advertising and Adolescents*, and *DUI—Prevention for Adolescents: A Community Perspective*.

During this year's conference, three AISD elementary schools were awarded honors for "their exemplary student and staff health promotion programs" by the Texas Department of Health, with assistance from the Texas Health Foundation. At an awards program, which was presented in cooperation with the Texas Education Agency and the Texas Cancer Council, **Boone Elementary received "Honorable Mention" in the large school category, Zavala Elementary was awarded the Excellence award (the highest award given) in the medium school category, and Harris Elementary was given "Honorable Mention" in the medium school category.**

DFSC Cost

The DFSC cost per staff member served was $300 ($3,000/10).

K-12 Curriculum*

1992-93 initial allocation: $46,236; 1991-92 initial carry-over $950; Students served: 64,171

- **All but three of AISD's campuses participated in one of the projects funded through the DFSC K-12 Curriculum monies.**
- **Eighty-one AISD staff attended drug use prevention conferences and/or institutes during the 1992-93 school year.**
- **Staff response to a McGruff puppet workshop offered by District staff was positive.**
- **There was a 20% decrease in usage of the Education for Self Responsibility (ESR) and Prevention and Remediation in Drug Education (PRIDE) kits during the 1992-93 school year, with 22% fewer students receiving exposure from these kits than in the 1991-92 school year.**

The objectives of the DFSC-funded K-12 Curriculum component for the 1992-93 school year were:

- To continue to provide age-appropriate curriculum to students in grades K-12 that covers the areas of drug and alcohol education and prevention;
- To provide in-service training to teachers and counselors on how to make the best use of materials and consultants dealing with drug and alcohol education and prevention; and,
- To provide monies for registration fees so that administrators, counselors, and teachers for the DFS program could attend state and national conferences in order to stay current with drug and alcohol education and prevention programs and curricula.

During the 1992-93 school year, the DFSC monies set aside for the K-12 Curriculum component have provided AISD faculty at all grade levels with the opportunity to participate in a variety of training workshops, conferences, and instructional programs addressing student alcohol and other drug use prevention. Opportunities included:

- Staff development for using the Education for Self Responsibility (ESR) II (drug use) and ESR III (AIDS prevention) kits;
- Staff development for using the McGruff Crime Dog puppet kits;
- Funding for enrollment in drug education prevention education programs; and,
- Funding for attending drug education prevention conferences.

DFSC monies were used to pay for teacher substitutes, conference registration fees, registration fees for attending an institute to learn about drug use prevention, stipends for faculty to teach other faculty how to use drug abuse prevention kits, workshop leaders, workshop refreshments, and drug education materials. In addition, DFSC monies funded one quarter of the salary for a clerk responsible for maintaining records of DFS Curriculum component use.

* The K-12 Curriculum component includes pre-K programs, and pre-K students were served.

McGruff and the Magician Puppet Play

In addition to staff development opportunities, DFSC K-12 Curriculum monies were used to pay an outside agency to conduct "McGruff & the Magician" puppet plays at 15 AISD elementary schools. Because of insufficient reporting by the participating schools, it is unclear how many students attended these plays. The staff survey responses completed by faculty who attended the puppet plays indicate that the plays met the expectations of all respondents (N=11). All respondents indicated as well that they believed that the material was appropriate for the age level of the students. The McGruff puppet, the puppet handler, and the magician were all identified as being the strongest features of the program. Only two respondents could identify any part of the program as being weak, and two had suggestions for improvement (adding a safety component and increasing audience participation). *Of nine staff members who replied to the question, all indicated that they would like this program to come back again next year.* Open-ended comments were provided by seven of the respondents; all comments were very positive.

Drug Education Materials

DFSC monies and local funds each paid half of the salary for a half-time clerk who worked at the Science and Health Resource Center. The clerk responded to requests for Prevention and Remediation in Drug Education (PRIDE) and Education for Self-Responsibility (ESR) curricular materials and kept a record of all checkouts. Curricula purchased during the year included:

(12) McGruff sets, two each for grades K-5;

(3) McGruff puppets and stands;

(1) McGruff the Crime Dog Kit;

(1) Positive Action 5th Grade Teacher's Kit and 5th Grade Drug Education Supplement for Sims Elementary; and,

(1) Project CHARLIE packet for the Science and Health Resource Center at Wooldridge Elementary.

Eight middle/junior high schools and 60 elementary schools requested the material kits during the 1992-93 school year. A total of 474 kits were checked out, serving 13,358 students. The number of kits checked out during the 1992-93 school year reflects a 20% decrease from the 593 kits checked out during the 1991-92 school year, while the number of students served by these kits declined 22% from the 17,231 students served in the previous year.

Staff Development Workshops

Two separate staff development workshops were funded by DFSC monies during the 1992-93 school year. At the secondary level, 115 staff members participated in a staff development project for ESR II and ESR III. After they had participated in the workshop, participants were paid a stipend to train all of the teachers to use the ESR II & III curricula on their campuses. At the elementary level, one "McGruff & the Magician" in-service workshop was conducted by an outside consultant, who taught staff how to use the McGruff & the Magician puppets. Records indicated that 65 elementary teachers participated in this workshop. Another McGruff workshop was offered by a trained AISD staff member, who trained an additional 40 elementary staff members. Subsequently, 37 of the trained staff then presented the McGruff workshop to the faculties at their schools.

Of the 40 participants from the McGruff workshop conducted by the trained AISD staff member, 28 (70%) completed a survey for the workshop. On a scale of 1 to 5, with 1 being low and 5 being high, all participants gave 4's or 5's on items indicating:

- The workshop objectives were clear;
- The content was relevant/useful;
- The printed materials were effective;
- The workshop objectives were met; and,
- The presenter was knowledgeable and well prepared.

Staff was almost evenly split with regard to wanting more training in this area, with 12 indicating that they did want more training, 10 indicating that they did not want more training, and the other six not responding. Open-ended comments were generally positive, with a few suggestions offered for future workshops.

Staff Attendance at Drug Use Prevention Conferences and Institutes

Eighty-two AISD staff participated in drug use prevention conferences and/or institutes during the 1992-93 school year. The most heavily attended conference was the 5th Annual State Drug Use Conference sponsored by Texas Education Agency (TEA) and Texas State School Board Association (TSSBA), which was attended by 67 AISD staff. Eight faculty members attended one of several Texans' War on Drugs institutes, participating in a program titled *Taking the Risk Out of At-Risk Youth*. Two staff attended the Drug Use Prevention Conference, and two other staff members participated in the 36th Annual Institute Of Alcohol and Drug Studies Conference. Finally, one AISD administrator attended the Drug-Free School Conference sponsored by the National School Conference Institute, and one elementary teacher attended the "Educators in Networking For a Drug-Free Tomorrow III" conference. *Unfortunately, none of the conference or institute participants were surveyed concerning their assessment of the quality of the conference/institute, though verbal feedback to the K-12 Curriculum program manager suggested that many attendees found their experiences valuable.*

Figures 38 and 39 present compilations of campus involvement with activities and materials funded through the DFSC grant. Schools are presented by grade level in the left column. The right column lists the acronym for each K-12 service attended by a representative from the campus listed in the left column. A legend explaining the full meaning of the acronyms is found at the bottom of each figure.

FIGURE 38
SECONDARY CAMPUS USE OF K-12 DRUG-FREE SCHOOLS CURRICULA AND TRAINING, 1992-93

High Schools	
Anderson	DRGC, ESRT, ESRW
Austin	DRGC, ESRT, ESRW
Bowie	DRGC, ESRT, ESRW
Crockett	ESRT, ESRW
Johnston	DRGC, ESRT, ESRW
Lanier	ESRT, ESRW
LBJ	—
McCallum	ESRT, ESRW
Reagan	ESRT, ESRW
Robbins	DRGC, ESRT, ESRW
Travis	DRGC, ESRT, ESRW
Middle/Junior High Schools	
Bedichek	ESRK, ESRT, ESRW
Burnet	ESRK
Covington	DRGC, ESRK, ESRT, ESRW
Dobie	DRGC, ESRT, ESRW, YINS
Fulmore	ESRK, ESRT, ESRW
Kealing	DRGC, ESRT, ESRW
Lamar	DRGC, ESRK, ESRT, ESRW, YINS
Martin	DRGC, ESRK, ESRT, ESRW
Mendez	ESRT, ESRW
Murchison	—
O. Henry	DRGC, ESRK, ESRT, ESRW
Pearce	—
Porter	DRGC, ESRK, ESRT, ESRW
Webb	ESRK
Central Administration	DRGC, ESRK, YINS
Alternative Learning Center	DRGC, ESRT, ESRW, YINS

LEGEND

DRGC: 5th Annual State Drug Use Conference sponsored by TEA and TSSBA
ESRK: Checked out Education for Self Responsibility (ESR) kit
ESRT: Education for Self Responsibility (ESR) II and ESR III teacher training by ESR workshop trainees
ESRW: ESR II and ESR III in-service workshop
YINS: Texans' War On Drugs "Taking the Risk Out of At-Risk Youth" Institute
—: Did not participate in any training and did not use any DFS curricula

FIGURE 39
ELEMENTARY CAMPUS USE OF K-12 DRUG-FREE SCHOOLS CURRICULA AND TRAINING, 1992-93

Allan	ESRT, ESRW, MCGT
Allison	DRGC, ESRK, ESRT
Andrews	ESRK, ESRT, ESRW, MCGP, MCGW, PRDK
Barrington	ESRT, ESRW, PRDK
Barton Hills	ESRK, ESRT, ESRW
Becker	ESRK, ESRT, ESRW, MCGT, PRDK
Blackshear	ESRT, ESRW, MCGP, MCGW
Blanton	DRGC, ESRK, ESRT, ESRW, MCGP, MCGT, MCGW
Boone	ESRK, ESRT, ESRW, MCGP, MCGW, PRDK
Brentwood	ESRK, ESRT, MCGT, MCGW, PRDK
Brooke	ESRT, PRDK, YINS
Brown	ESRK, ESRT, ESRW, MCGW
Bryker Woods	ESRK, ESRT, ESRW
Campbell	ESRK, ESRT, ESRW, MCGP, MCGT, MCGW
Casis	ESRK, ESRT, ESRW
Cook	DRGC, ESRK, ESRT, ESRW, MCGP, MCGW, PRDK, YINS
Cunningham	ESRK, ESRT, ESRW
Davis	ESRK, ESRT, ESRW
Dawson	ESRK, ESRT, ESRW, MCGW, PRDK
Doss	ESRK, ESRW
Galindo	ESRK, ESRT, ESRW, MCGT, PRDK
Govalle	ESRK, ESRT, ESRW, MCGW, PRKD
Graham	ESRK, ESRT, ESRW, MCGP, MCGW
Gullett	ESRK, ESRT, ESRW, MCGW, PRDK
Harris	ESRK, ESRT, ESRW, MCGW
Highland Park	ESRK, ESRT, ESRW, PRDK
Hill	ESRK, ESRT, ESRW, MCGP, MCGW, PRDK
Houston	DRGC, ESRK, ESRT, ESRW, MCGP, MCGW, PRDK, YINS
Jordan	ESRT, ESRW, MCGP, MCGW, PRDK
Joslin	DRGC, ESRK, ESRT, ESRW, MCGT, PRDK
Kiker	ESRK, ESRT, ESRW, MCGT, MCGW, PRDK
Kocurek	ESRK, ESRW, PRDK
Langford	ESRK, ESRT, ESRW
Lee	PRDK

(Continued)

FIGURE 39 (CONTINUED)
ELEMENTARY CAMPUS USE OF K-12 DRUG-FREE SCHOOLS CURRICULA AND TRAINING, 1992-93

Linder	ESRK, ESRT, ESRW, PRDK
Maplewood	ESRT, ESRW, PRDK
Mathews	DRGC, ESRK, ESRS, ESRT, ESRW, PRDK
Menchaca	ESRK, ESRT, ESRW, MCGT, PRDK
Metz	ESRK, ESRT, ESRW
Norman	ESRW, MCGT, PRDK
Oak Hill	ESRK, ESRT, ESRW
Oak Springs	MCGW
Odom	DRGC, ESRK, ESRT, ESRW, MCGP, MCGT, MCGW
Ortega	ESRK, ESRT, ESRW, IADS, MCGP, MCGW, PRDK
Palm	DFTC, ESRK, ESRT, ESRW
Patton	DRGC, ESRK, ESRT, ESRW, MCGP, MCGW
Pease	ESRK, ESRT, ESRW, MCGT
Pecan Springs	DRGC, ESRK, ESRT, ESRW, MCGT, MCGW, PRDK, YINS
Pillow	ESRK, ESRT, ESRW, MCGT
Pleasant Hill	ESRK, ESRT, ESRW
Reilly	DRGC, ESRT, ESRW, PRDK
Rice Campus of Oak Springs	ESRK, PRDK
Ridgetop	ESRT, ESRW, MCGT, MCGW, YINS
Sanchez	ESRT, ESRW, IADS
Sims	DRGC, ESRT, ESRW, MCGP, MCGW, PKIT
St. Elmo	DRGC, ESRK, ESRT, ESRW
Summit	ESRK, ESRT, ESRW
Sunset Valley	ESRK, ESRT, ESRW, PRDK
Travis Heights	ESRK, ESRT, ESRW, MCGP, MCGT, MCGW
Walnut Creek	ESRT, ESRW, YINS
Widen	ESRK, ESRT, ESRW
Williams	ESRK, ESRT, ESRW, YINS
Winn	ESRT, ESRW, MCGT, PRDK
Wooldridge	ESRK, ESRT, ESRW, MCGT, PCHR, PRDK
Wooten	ESRT, ESRW, PRDK
Zavala	ESRK, ESRT, ESRW
Zilker	ESRK, ESRT
APD Campus Services	MCGT

(Continued)

Legend

DFTC: Educators Networking for a Drug-Free Tomorrow III Conference
DRGC: 5th Annual State Drug Use Conference sponsored by TEA and TSSBA
ESRK: Checked out Education for Self Responsibility (ESR) kit
ESRS: Education for Self Responsibility (ESR) II and ESR III supplies
ESRT: Education for Self Responsibility (ESR) II and ESR III teacher training by workshop trainees
ESRW: Education for Self Responsibility (ESR) II and ESR III in-service workshop
IADS: 36th Annual Institute of Alcohol and Drug Studies
MCGP: McGruff & the Magician puppet presentation performed for elementary students
MCGT: McGruff & the Magician teacher training by McGruff & the Magician workshop trainees
MCGW: McGruff & the Magician Workshop
PCHR: Project CHARLIE, purchased for the Science and Health Resource Center
PKIT: Positive Action 5th Grade Teacher's Kit and 5th Grade Drug Education Supplement
PRDK: Prevention and Remediation In Drug Education (PRIDE) kits
YINS: Texans' War On Drugs "Taking the Risk Out of At-Risk Youth" Institute
—: Did not participate in any training and did not use any DFS curricula

DFSC Cost

Because of the diversity of DFS programs funded through the K-12 Curriculum, the program manager did not feel comfortable estimating the change in percentage of students who will use alcohol illegally and/or use illegal drugs attributable to information and services received through the K-12 Curriculum. **Thus, no calculation can be made concerning the potential cost per student with decreased likelihood of future illegal alcohol use and/or future use of illegal drugs attributable to K-12 Curriculum intervention.**

In all, the number of students who are assumed to have benefitted from staff training through DFSC-funded K-12 Curriculum programs is estimated to be all students in all but the six campuses which did not participate in staff training: 63,738 students. Three of the six nonparticipating campuses distributed ESR or PRIDE kits and were thus given credit for the number of students served by these kits, 433. A total of 64,171 students were served by some component of K-12 Curriculum. The DFSC cost per student affected is $.74 ($47,186/64,171).

Medicine Education and Safety Program

1992-93 initial allocation: $5,772; 1991-92 initial carry-over: $0; Potential students served: 68,900.

- The Medicine Education and Safety Program curriculum for grades K-12 was completed toward the end of the spring semester, 1993.
- The curriculum has been presented at two state and two national conferences.
- Preliminary verbal response to the curriculum by AISD nurses and by other national health educators has been very positive according to the program manager.

Funds were allocated to the Medicine Education Safety Program (MESP) to pay for personnel and materials needed to complete development of lesson plans begun during the 1991-92 school year. MESP lessons were designed to supplement curriculum on medicine education and safety for students at all grade levels. The goal of the developmentally based curriculum is to present "material which can be used by professional nurses and pharmacists to teach children and adults basic principles of medication, responsible decision-making about medicine use, and safe ways to administer medication." Specific objectives of the lessons at each grade level are:

K-1 To recognize that not all medicines are helpful all the time;

2-3 To differentiate between prescription and nonprescription medicines; to convey that prescription medicines are intended only for the named person; to define the "5 Rights" of safe medicine use;

4-5 To convey that medications have desired effects as well as side effects and there are safe ways to take medicine;

5 To enable students to recognize different dosages of medicines and the different forms of medicines;

Intermediate 4-8 To convey that medicine labels help a person to safely use medicine by being comprised of the "5 Rights" of medicine administration; and,

9-12 To assist students in making responsible selections of over-the-counter medicines. (Specific lesson plans of over-the-counter medicines are included.)

Supplementals:

Middle/High School Antibiotic administration. To define the purpose and use of antibiotics; and,

A Parent's Guide To provide consistency in children's medication safety at home and school.

A portion of the Drug-Free Schools allocation paid for membership in the National Council on Patient Information and Education (NCPIE), a subscription to its publications, and travel to present the MESP curriculum at its annual conference, where health educators reportedly gave very positive verbal feedback about the curriculum to the program manager.

The program manager hired a nurse and a clerical aide in April 1992, retaining them through the 1992-93 school year. The curriculum materials were completed in April 1993. The nine major lessons developed for grades K-12, including classroom activities as well as homework, are bound in notebooks and will be distributed to all campuses before the fall 1993 semester begins. A set of the curriculum materials will also be distributed to each of the 20 regional Education Service Centers in the State of Texas.

Potentially, every student in the District will be served by this curriculum.

The DFSC *potential* cost per student was $ .08 ($5,772/68,900).

Quality Schools

1992-93 initial allocation: $160,452; 1991-92 initial carry-over: $0; Participants served: 306

- **The Quality Schools project was started during the 1992-93 school year. Teachers, counselors, and administrators from 11 schools and central administration completed intensive training in the concepts underlying the program.**
- **Verbal feedback to the program facilitator regarding the training was mostly positive.**
- **According to the program facilitator, training on how to use *CHOICE: The Control Theory Approach for Preventing Drug Abuse*, which is the curriculum for Quality Schools, was not integrated into the teacher training early enough and will be moved forward in future training sessions.**

The Quality Schools program is based on the work of Dr. William Glasser, who contends that students will produce quality work and will behave responsibly when they are encouraged to do so in a noncoercive, supportive environment. The Quality School program extends theories presented in two of Glasser's previous books—Reality Therapy and Control Theory—into a classroom context. Briefly, Reality Therapy stresses that an individual is responsible for his/her behavior and misbehavior. Control Theory offers Glasser's explanation of physiological and psychological needs which people act toward satisfying. To Glasser, physiological needs are simply those goals which are basic to our survival, such as food, clean air and water, and safe shelter. He proposes that our psychological needs consist of the need for love/belongingness, power/nondestructive competition, fun/learning, and freedom/choice. Through teaching others about their biological and psychological needs, Glasser claims to help people understand why they make the choices they make. The *CHOICE* curriculum used in the Quality Schools program presents a methodical way for youth to examine their what they really want and need, examine what they are doing to get what they want, and assess whether their strategies are working within the context of developing the cognitive and social skills which Glasser believes will allow children to choose to live responsible, drug-free lives. **Consequently, many of the classroom exercises from the *CHOICE* curriculum centered directly on a "no-use" theme.**

Staff Training

According to the Quality Schools specialist, there were two primary goals set forth and accomplished by the Quality Schools specialist for the 1992-93 school year. First, key staff were trained in the concepts of Reality Therapy, Control Theory, and finally Quality schools. Second, a cadre of staff at each school participated in the Quality Schools Teacher Workshop. The objectives of the workshops were for the participants to:

- Learn and explain the principles of Control Theory;
- Demonstrate the principles of Reality Therapy in an observed interactive setting;
- Explain, give examples, and practice "Lead Management" versus "boss management";

- Review the principles of cooperative learning and demonstrate leading quality circles; and,
- Study the *CHOICE* program and practice the teaching of this program under the observation of the workshop leader.

The training workshops for key personnel were intensive, taking place over 4½ consecutive days. Staff trained during these workshops included school counselors, campus administrators, and central administrators from AISD. A total of 65 key personnel attended the intensive training. Again, the primary focus of the intensive workshops was to train the staff members in the concepts of Reality Therapy and Control Theory, which form the foundation for Quality Schools. Given the brevity of time in which to teach some relatively complex material, little time was left at the end of the workshop to focus upon the actual *CHOICE: Control Theory Approach for Preventing Drug Abuse* curriculum. The Quality Schools specialist has expressed his concern that this may have left some of the participants wondering about the appropriateness of program funding through the DFSC grant.

Training opportunities for the teachers workshop were announced through the Principal Information Packet (PIP). Schools who responded to the announcements were prioritized for training by the Quality Schools specialist, usually on a first-come first-served bases. Special priority was given to middle schools because of the District's goals for middle school improvement. Quality Schools Teacher Workshops initially required five consecutive days of training, but in response to teacher recommendations, training was altered and spread out in seven workshops scattered throughout the semester. In addition, an on campus demonstration component was added so that teachers could observe and practice their skills in a familiar environment. Much more emphasis was given to the *CHOICE* curriculum during the teacher workshops than had been given at the workshops for administrators and counselors. The Quality Schools specialist reported that it is necessary, however, to introduce the *CHOICE* curriculum earlier in the teacher training as well, so that teachers may begin using it during the semester in which they learn it. By the end of spring semester 1993, 210 staff from a total of 13 campuses had completed the teacher workshops (see Figure 40).

Implementation

Of the 13 campuses which had participated in the teacher workshops, by the end of the school year two elementary schools—Travis Heights and Harris—had begun implementing the *CHOICE* program for students across grades 3-5. The total number of students who were exposed to the Quality Schools program during the 1992-93 school year was 602. **As the program began late in the year, no attempt was made to gather evaluative data on the effects of the program on students.** A significant portion of the training is now complete and further implementation is scheduled for the 1993-94 school year. A thorough evaluation should be completed once the program is fully implemented.

DFSC Cost

The DFSC cost per staff member served was $524.35 ($160,452/306).
The DFSC cost per student exposed to the program in 1992-93 was $266.53 ($160,452/602).

FIGURE 40
SCHOOLS WITH TEACHERS PARTICIPATING IN QUALITY SCHOOLS TRAINING, 1992-93

School:	# of Teachers Trained
High Schools	
Johnston	35
LBJ	25
Middle/Junior High Schools	
Bedichek	31
Porter	14
Webb	28
Elementary Schools	
Allan	13
Bailey	7
Brooke	7
Harris	33
Jordan	7
Mathews	3
Pease	2
Travis Heights	35
Total	**241**

Student Assistance Program (SAP)
1992-93 initial allocation: $24,851; 1990-91 initial carry-over: $0; Staff served: 185

- **The Student Assistance Program (SAP) was implemented as planned this year, providing training to AISD elementary and secondary staff.**
- **According to the program specialist, in addition to training campus based teams, SAP provided extensive support for the At-Risk Counselor program, the Texas Children's Mental Health Plan teams, and two new school based health service centers.**

The Student Assistance Plan (SAP) is a school based process aimed at helping students address difficulties which affect their ability to perform successfully in school. Staff are trained to recognize students who are having academic and/or personal difficulties. When a student is identified as potentially experiencing difficulties, the SAP assists the student and family in finding a qualified team member who can assess the student's problem. If the student is indeed experiencing difficulties, the SAP personnel help the student find an appropriate referral source. Finally, the students are monitored to ensure they are progressing satisfactorily. Alcohol and other drug use are the primary concerns upon which the program is focused, along with related student problems which interfere with student functioning.

Four main objectives established for SAP during the 1992-93 school year were:

1. To provide training for school based teams who want to establish or strengthen SAP on their campuses;
2. To use the SAP process to strengthen the newly established Service Facilitation Team (SFT) concept;
3. To strengthen SAP by customizing training so that campus teams would be able to begin functioning after the training; and
4. To use the SAP training as a vehicle to support the work of two externally funded programs, the At-Risk Counselors and the Texas Children's Mental Health Plan School Based Services Teams.

In comparison to 1991-92, the Student Assistance Program (SAP) was better organized and more productive, accomplishing all of the objectives which they had set. Implementation of the program began with the SAP trainer meeting with each of the Service Facilitation Team members at the beginning of the school year, at which time area needs and training requirements were discussed. The SFT leaders then relayed the information to their area SFT members. In January 1993, information concerning SAP staff training was disseminated through the Principal Information Packet (PIP), a weekly AISD publication which was circulated to all District principals. Responses to the training offer filled all of the training slots.

Training took place over a two-day period. Over the course of the 1992-93 school year, 165 AISD staff members attended the full two-day SAP training workshops. An additional 20 staff members who had previously been trained by SAP took part in a one-day "rejuvenation" training session. Participants were from 23 elementary schools, four middle/junior high schools, and four high schools.

According to the program specialist, SAP training was particularly successful in galvanizing the organization of SAP teams on the trained campuses. The training of At-Risk Counselors seemed to have an especially strong impact on stimulating interest on elementary campuses, leading to the establishment of SAP teams in nearly all schools with At-Risk Counselors. The relationship between SAP and the Service Facilitation Team was also believed to have increased focus for SFT activities, according to the SAP program specialist.

Verbal feedback provided to the program specialist "indicated that the training was relevant and well received" and met their expectations. The verbal feedback appears to be an accurate reflection of the quality of training received, given the additional demand for training generated over the course of the year through word-of-mouth promotion by former trainees. A suggested modification for next year was to group the training teams by grade level (elementary, middle school, and high school) rather than by vertical teams across level. In addition, it is suggested that a workshop survey be administered at the end of each workshop.

DFSC Cost

The DFSC cost per staff member trained was $134.33 ($24,851/185).

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Attachment A

AISD DRUG AND ALCOHOL EDUCATION AND PREVENTION PLAN
(Revised 9/8/92)

"The need for leadership and broad participation in drug prevention is not just for a year or two, but rather for the next decade and beyond. Alcohol and tobacco, especially, will be difficult to eliminate from young people's lives because they are legal and accepted for adults. Considering the magnitude of changes needed, it is clear that the national commitment to drug-free youth must be long term...America must redouble its efforts, and must refuse to tolerate drug use in any school, in any community, and in any home. The nation's children deserve no less." (National Commission on Drug Free Schools report: Toward a Drug Free Generation: A Nation's Responsibility, September, 1990.)

It is the philosophy of the Austin Independent School District that the children of Austin deserve to grow and learn in a Drug Free School and Community. In keeping with this belief and with requirements of the Drug Free Schools and Communities Act, the District is implementing a comprehensive Alcohol and Drug Abuse Education and Prevention Plan. The District's goal is to have a drug free school population by the year 2000.

The AISD Drug Abuse Education and Prevention Plan is based upon the requirements of the Drug Free Schools and Communities Act of 1986 (Public Law 99-570) as amended by the Crime and Control Act of 1990 (Public Law 101-647), Section 5145. The following are the major components of this plan and will be implemented by AISD:

1. Personnel training in alcohol and drug related issues

2. Age appropriate alcohol and drug education and prevention curricula at each grade level (Pre-Kindergarten through grade 12)

3. A student assistance program which will identify, refer and provide intervention and counseling services for students

4. Distribution of information about drug and alcohol programs available to students and employees

5. Inclusion of drug and alcohol standards in discipline policies for students and personnel policies for employees; distribution of these standards to parents, students and employees

6. Data gathering to describe the extent of alcohol and drug usage in the schools. Participation in other required evaluation efforts of the drug prevention program

7. Assurance that all required activities convey to students that the use of illicit drugs and the unlawful possession and use of alcohol are wrong and harmful

8. A district advisory council composed of individuals who are parents, teachers, officers of state and local government, medical professionals, representatives of law enforcement agencies, community-based organizations and other groups with interest or expertise in the field of drug abuse education and prevention

The District will monitor activities in each of these areas and will regularly assess and report the progress being made toward the complete elimination of drug and alcohol abuse. The District will strive to create quality educational environments for students. Local and grant resources will be used to provide training for teachers and students in positive alternatives to drug and alcohol abuse. This training will include such topics as: conflict resolution, peer assistance and tutoring, Quality Schools training for teachers and Control Theory training for students.

The central administration shall:

1. Provide administrator and employee in-service training on alcohol and other drug-related matters yearly.

2. Develop and introduce multi-component K-12 drug education and prevention programs based upon assessment of drug problems, including alcohol and tobacco, of students and staff.

3. Conduct yearly evaluations of all drug education and prevention programs and conduct school surveys every two to three years to assess drug of preference and patterns of use on campus.

4. Conduct regular meetings with the District Drug Free Schools and Communities Advisory committee to obtain information and input regarding needs and program ideas.

5. Cooperate with the Austin Police Department in the operation of the DARE (Drug Awareness and Resistance Education) program, district-wide, at grade levels 5 and 7.

Each principal shall:

1. Operate a drug and alcohol abuse prevention and education program on each campus. Information and activities designed to encourage smoking cessation and to eliminate the use of other tobacco products will be included in this program. Program activities will be documented each year through a process to be managed by the AISD Office of Research and Evaluation.

2. Identify high-risk students via a Student Assistance Program and provide individual and group support, as appropriate.

The central administration and each principal shall:

1. Coordinate with appropriate state and local drug and alcohol abuse, health, and law enforcement agencies in order to effectively conduct drug and alcohol abuse education, intervention, and referral for treatment and rehabilitation.

2. Provide information about available drug and alcohol counseling and rehabilitation and re-entry programs to students and employees.

3. Coordinate with local law enforcement agencies in order to improve security on school grounds and in the surrounding community and to educate students about: (a) the dangers of drug use and drug-related violence; (b) the penalties for possession of or trafficking in illegal drugs; (c) techniques for resisting drug abuse; and, (d) the importance of cooperating with law enforcement officials in eliminating drug abuse and identifying individuals who supply drugs to students.

4. Promulgate standards of conduct, applicable to all students and employees, which clearly prohibit the unlawful possession, use or distribution of illicit drugs and alcohol on school premises or as part of any of its activities. Clearly state that sanctions (consistent with local, state and federal law), up to and including expulsion or terminations of employment and referral for prosecution, will be imposed on students and employees who violate these standards of conduct. Parents, students and employees will be provided with a copy of this information.

5. Maintain a comprehensive policy on: the possession, use, promotion, distribution, and sale of drugs, including alcohol and tobacco. The policy should apply to students, staff, and anyone attending school functions.

District staff, students and parents shall:

Participate in appropriate learning and training activities and cooperate in efforts to eliminate drug and alcohol abuse in the Austin Independent School District.

For any programs or activities funded by the AISD Drug Free Schools and Communities (DFSC) Grant the following requirements must also be met:

Any publication or public announcement will clearly identify the program or activity as being funded in whole or part by the Drug-Free Schools and Communities Act of 1986. Material produced or distributed with funds made available under this grant must reflect the message that illicit drug use is wrong and harmful.

Technical assistance related to the implementation of this plan is available from the Division of Curriculum Support Services.

3.03 ALLOWABLE USE OF FUNDS

Funds shall be used to implement age-appropriate drug education and drug abuse prevention programs for grades EC through 12. Funds may be used for:

(1) the development, acquisition, and implementation of elementary and secondary school drug abuse education and prevention curricula and textbooks and materials, including audio-visual materials

(A) developed from the most readily available, accurate, and up-to-date information ; and

(B) which clearly and consistently teach that illicit drug use is WRONG AND HARMFUL;

(2) school-based programs of drug abuse prevention and early intervention (other than treatment), which

(A) should, to the extent practicable, employ counselors whose sole duty is to provide drug abuse prevention counseling to students;

(B) may include the use of drug-free older students as positive role models and instruction relating to

(i) self-esteem;
(ii) drugs and drug addiction;
(iii) decision-making and risk-taking;
(iv) stress management techniques; and
(v) assertiveness;

(C) may bring law enforcement officers into the classroom to provide antidrug information and positive alternatives to drug use, including decision-making and assertiveness skills; and

(D) in the case of a local education agency that determines it has served all students in all grades, such local educational agency may target additonal funds to particularly vulnerable age groups, especially those in grades 4 through 9.

(3) family drug abuse prevention programs, including education for parents to increase awareness about the symptoms and effects of drug use through the development and dissemination of appropriate educational materials;

(4) drug abuse prevention and intervention counseling programs (which counsel that illicit drug use is wrong and harmful) for students, parents, and immediate families, including professional and peer counselors and involving the participation (where appropriate) of parents, other adult counselors, and reformed abusers, which may include

(A) the employment of counselors, social workers, psychologists, or nurses who are trained to provide drug abuse provention and intervention counseling; or

(B) the provision of services through a contract with a private nonprofit organization that employs individuals who are trained to provide such counseling;

(5) outreach activities, drug and alcohol abuse education and prevention programs, and referral services, for school dropouts;

(6) guidance counseling programs and referral services for parents and immediate families of drug and alcohol abusers;

(7) programs of referral for drug abuse treatment and rehabilitation;

(8) programs of inservice and preservice training in drug and alcohol abuse prevention for teachers, counselors, other school personnel, athletic directors, public service personnel, law enforcement officials, judicial officials, and community leaders;

(9) programs in primary prevention and early intervention, such as the interdisciplinary school-team approach;

(10) community education programs and other activities to involve parents and communities in the fight against drug and alcohol abuse;

(11) public education programs on drug and alcohol abuse, including programs utilizing professionals and former drug and alcohol abusers;

(12) model alternative schools for youth with drug problems that address the special needs of such students through education and counseling; and

(13) on-site efforts in schools to enhance identification and discipline of drug and alcohol abusers, and to enable law enforcement officials to take necessary action in cases of drug possession and supplying of drugs and alcohol to the student population;

(14) special programs and activities to prevent drug and alcohol abuse among student athletes, involving their parents and family in such drug and alcohol abuse prevention efforts, and using athletic programs and personnel in preventing drug and alcohol abuse among all students; and

(15) in the case of a local educational agency that determines that it provides sufficient drug and alcohol abuse education during regular school hours, after-school programs that provide drug and alcohol abuse education for school-aged children, including children who are unsupervised after school, and that may include school-sponsored sports, recreational, educational, or instructional activities (local educational agency may make grants or contracts with nonprofit community-based organizations that offer sports, recreation, education, or child care programs); and

(16) other programs of drug and alcohol abuse education and prevention, consistent with the purposes of this part. [Ref. P.L. 101-647, Sec. 5125(a)]

(b) A local or intermediate educational agency or consortium may receive funds under this part for any fiscal year covered by an application under section 4126 approved by the State educational agency.

Attachment B

1992-93 AISD DRUG-FREE SCHOOLS PROGRAMS, APPROVED USES OF MONIES	AISD Program											
	All-Well Health	Conflict Resolution Project	DARE[1]	Innovative Programs	K-12 Curriculum	Medicine Education Safety Program	MegaSkills	PAL[2]	Plays for Living	Quality Schools	SADAEPP[3]	Student Assistance Program (SAP)
Development, acquisition, and implementation of elementary and secondary school drug abuse education and prevention curricula which clearly and consistently teach that illicit drug use is wrong and harmful.			✓	✓	✓	✓		✓		✓		
School-based programs of drug abuse prevention and early intervention (other than treatment).			✓	✓	✓	✓		✓	✓	✓	✓	✓
Family drug abuse prevention programs, including education for parents to increase awareness about the symptoms and effects of drug use through the development and dissemination of appropriate educational materials.							✓					
Programs of referral for drug abuse treatment and rehabilitation.												✓
Programs of inservice and preservice training in drug and alcohol abuse prevention for teachers, counselors, other school personnel, athletic directors, public service personnel, law enforcement officials, judicial officials, and community leaders.	✓	✓		✓	✓					✓	✓	✓
Programs in primary prevention and early intervention, such as the interdisciplinary school-team approach.		✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
Community education programs and other activities to involve parents and communities in the fight against drug and alcohol abuse.		✓					✓					
Public education programs on drug and alcohol abuse, including programs utilizing professional and former drug and alcohol abusers.			✓	✓					✓			
On-site efforts in schools to enhance identification and discipline of drug and alcohol abusers, and to enable law enforcement officials to take necessary action in cases of drug possession and supplying of drugs and alcohol to the student population.		✓	✓	✓							✓	✓

[1]Drug Abuse Resistance Education (DARE);
[2]Peer Assistance Leadership (PAL) program;
[3]Student Alcohol and Drug Abuse Education and Prevention Program (SADAEPP)

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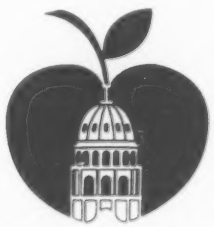

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